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ABSTRACT

This study explored perceptions of two-year public college students regarding their growth and preparation, in relation to areas of study, gender, cumulative grade point average (GPA), hours of current employment, and respondents' perceptions of goal attainment. The selected samples of students consisted of 6,655 students at 35 two-year public colleges in 16 states who were administered the ACT College Outcomes Survey. Results indicated that students perceive large differences in the importance of the 26 selected college outcomes examined in the study. Similarly, their reported progress at the college varied considerably among the 26 outcomes areas. In general, students' average "Importance Scale" ratings were somewhat higher than their "Progress Scale" ratings, suggesting that they felt a need to make additional progress toward achieving their goals. Large differences in the average progress and importance ratings were observed among various subgroups of students based on gender, area of study, GPA, and hours of employment. These findings suggest that many background and demographic factors influence students' perceptions of their goals and their progress toward achieving these goals. (Contains 32 references.) (JDD)

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Assessing Student Perceptions of Importance and Progress on Outcomes of Two-Year Public Colleges

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Jean Endo
Editor
Forum Publications

Assessing Student Perceptions of the Importance and Progress on Outcomes of Two-Year Public Colleges

Abstract

The purpose of this study was to explore perceptions of two-year public college students regarding their growth and preparation while enrolled "at this college" and correlates of such perceptions. The variables examined were students' perceptions concerning the importance of and their progress toward 26 selected college outcomes as these relate to broad areas of study, sex, college grade-point average (GPA), hours of employment—both related to major and unrelated to major, and perceptions of goal achievement "at this college." The population of interest consisted of 35 two-year public colleges in 16 states that administered the ACT College Outcomes Survey to selected samples of students (N = 6,655).

Assessing Student Perceptions of Importance and Progress on Outcomes of Two-Year Public Colleges

Even though the benefits—both monetary and nonmonetary—of attending college are becoming more obvious (Douglass, 1977), and higher education is considered by many to be a "blue chip investment for individuals and the nation" (American Council on Education, 1992, p. 4), institutional goals to improve quality and external pressures for accountability are prompting colleges to devote more attention to evaluating institutional effectiveness (Bradley, Draper, and Stuhl, 1994). Moreover, there is a growing need to know how our students feel their colleges are meeting their most personally relevant educational goals. Whatever the motive, attempts to institutionalize Total Quality Management (TQM), Continuous Quality Improvement (CQI), or SVS (Something Very Similar) are becoming more prevalent in two-year and four-year colleges and universities (Cross, 1993; Seymour, 1992, 1991; Marchese, 1991).

The kalidescope of higher education's interest in assessing student outcomes takes on color from many directions (Gray, 1989). Sophisticated student consumers are searching for quality instruction and cost effective education. Financial supporters—public and private alike—want to know if their expenditures and investments are wisely placed. Administrators and policy makers have urgent and often unexpected needs to know about programs in order to allocate and reallocate existing resources, provide evidence of the need to continue or discontinue support for given areas, and plan toward maximum effectiveness in all programs (Ewell, 1985). Regional and professional accrediting bodies are requiring documentation on program effectiveness, including assessment plans and programs, and are thereby beginning to change the face of higher education. Faculty are seeing the logic of placing their attention on student outcomes first, then

programs, then course offerings and lesson plans instead of the other way around (Huisken, 1994).

Periodic self-evaluation is essential in any endeavor. Colleges engage in evaluation for many purposes and at many levels within the institution. Information about selected subgroups on a campus can be useful in the design, implementation, evaluation, or modification of academic and student development programs and services in order to meet the needs of students. Enrollment managers do so to influence the size and characteristics of the institution's student body—linking research on students to develop plans for recruitment, admissions processing, pricing, financial aid, advising, retention measures, and other policy initiatives (Clagett and Kerr, 1993; Davis-van Atta and Carrier, 1986; Dolence, 1989-90). Student outcome results can also "be used to improve retention and recruitment strategies, to identify problems within particular programs or curricula, or to establish the need for increasing the emphasis on particular skills areas across the curriculum" (Ewell, 1985, p. 2). Student development workers seek to strengthen their programs and services. Academic affairs wants to insure that academic advising is personally relevant and academically sound. Faculty seek student feedback on their teaching, and such feedback enables institutions to provide better support for teaching and learning. Other offices on campus will have different uses for the same or similar data.

With self-evaluation in mind, researchers have tried for at least half a century to find out how the college experience impacts or affects students—intellectually, socially, personally, and otherwise. Several outstanding efforts have been made to synthesize research on college outcomes. Feldman and Newcomb (1969) examined four decades of studies—about 1,500 in all—to assess

the impact of college on students. Later, Bowen (1977) reviewed approximately 600 studies to identify the various intellectual, personal, and economic benefits that accrue to those who attend college. While others have made similar efforts, none has approached the comprehensive scope of Ernest T. Pascarella and Patrick T. Terenzini, who reviewed and synthesized 2,600 pieces of research on student characteristics likely to be affected by the college experience, producing the remarkable book, How College Affects Students: Findings and Insights from Twenty Years of Research (1991). The conceptual or organizational framework guiding their work was based on taxonomies of college outcomes from a number of scholars, among them, Astin (1973) whose taxonomy included both the cognitive and affective dimensions—the whole person.

Use of both the cognitive and affective dimensions to characterize the full spectrum of college outcomes has broad support. For example, in a 1986 article for the AAHE Bulletin, Cross recalled Howard Bowen's view that, 'Education should be directed toward the growth of the whole person through the cultivation not only of the intellect and of practical competence, but also of the affective dispositions, including the moral, religious, emotional, social, and aesthetic aspects of the personality" (Cross, 1986).

Examining influences on students' academic growth in college, Terenzini and Wright (1987) reviewed the existing literature, making a "surprising discovery that little of what longitudinal research exists is concerned with the central purpose of higher education: students' cognitive development" (p. 162). Bowen (1977), after commenting on the "great need for additional research on higher education outcomes," remarked on the particular need for more research on cognitive outcomes. In a chapter on cognitive learning, Bowen stated, "One of the anomalies of

studies conducted on outcomes is that less attention has been devoted to cognitive learning than to affective development."

Just as more research may be needed on the cognitive dimension of student outcomes, more may also be needed on outcomes of two-year institutions. Pascarella and Terenzini (1991) have noted that much of the existing college outcomes research focuses largely (although not exclusively) on students attending four-year institutions. While their findings and insights are of interest to all, their meta-analyses focus on change in four-year students as they progress from freshman to senior year. In their summary chapter, they discuss learning and cognition of these students, concluding that, "Modest advances are evidenced in general verbal and quantitative skills, and fairly substantial advances are demonstrated in knowledge of the specific subject matter related to one's major field of study" (p. 558). They were not surprised by these findings, but registered more surprise in finding gains on a "range of general intellectual competencies and skills that may be less directly or explicitly tied to a college's formal academic program. Compared to freshmen, seniors are not only more effective speakers and writers, they are also more intellectually advanced. This intellectual change includes an improved ability to reason abstractly or symbolically and to solve problems or puzzles within a scientific paradigm, an enhanced skill in using reason and evidence to address issues and problems for which there are no verifiably correct answers, an increased intellectual flexibility that permits one to see both the strengths and weaknesses in different sides of a complex issue, and an increased capacity for cognitively organizing and manipulating conceptual complexity" (p. 558-559). Pascarella and Terenzini conclude, "It is likely that gains in college on such dimensions as abstract reasoning, critical thinking, reflective judgment, and intellectual and conceptual complexity also make the

student more functionally adaptive....Put another way, the individual becomes a better learner. It is in this area, we believe, that the intellectual development coincident with college has its most important and enduring implications for the student's postcollege life" (p. 559).

While Pascarella and Terenzini (1991) acknowledge the major positive role played by two-year colleges in social mobility and in the socioeconomic attainments of students attending community colleges, compared with those whose education ends with high school, they do not comment in any detail on cognitive attainments of two-year college students. Rather, they cite evidence, including Clark's (1960) work that suggests community colleges can function to "cool out" students' educational aspirations, particularly as evidenced in their likelihood of completing a bachelor's degree (Pascarella and Terenzini, 1991, pp. 590-591).

All colleges—two-year and four-year alike—aspire to make a positive difference in their students' intellectual, personal, and social areas of development. They also seek to cultivate positive student perceptions of such growth. Furthermore, it is unlikely that any college, two-year colleges included, would settle for the idea of "cooling out" their students, but rather, are more likely to want to promote learning how to learn, preparation for further education, and lifelong learning among their students. The members of the Study Group on the Conditions of Excellence in American Higher Education who produced the influential report, Involvement in Learning: Realizing the potential of American higher education (Mortimer, et al., 1984), issued this charge clearly in the first chapter, "The United States must become a nation of educated people. Its citizens should be knowledgeable, creative, and open to ideas. Above all, they should learn how to learn so they can pursue knowledge throughout their lives and assist their children in the same

quest." (p. 2) One of the Study Group members, Alexander Astin, has emphasized that the college experience should make a positive difference to students, not only in their knowledge and skills, but also in their attitudes (1985, 1984, 1975, 1973).

Yet we know intuitively that positive regard for one's undergraduate experience may not characterize every college graduate. Students are not all equally motivated when they enter college—their sense of the importance of various college outcomes differs from student to student. During their college years, they are not all equally "involved in learning" (as the Study Group would have them be), and they are not all equally committed to becoming lifelong learners. It stands to reason that they are not all equally impressed with their own accomplishments or progress as they near the time of completion. Feedback from students on their perceptions of their college experience can enhance the ability of colleges to shape the conditions under which character, motivation, and attitudes develop, thereby promoting cognitive growth and aspirations to become lifelong learners.

Clark's (1960) argument does not tell the whole story about the outcomes of two-year colleges. Two-year public institutions have witnessed phenomenal growth in the past decade. By 1991, they represented over 37 percent of the total enrollment in higher education and 48 percent of the public enrollment (U.S. Department of Education, NCES, 1993). The present study focuses on cognitive skills and intellectual development, which, according to Pascarella and Terenzini, has to do with the utilization of higher-order intellectual processes, including "knowledge acquisition, decision-making, synthesis, and reasoning" (1991, p. 5). Research on the nature and extent of cognitive outcomes of two-year public institutions will help bring about a greater understanding

of the contribution of this sector to higher educations' overall efforts to assure quality education for every individual.

Objective

The purpose of this study was to explore perceptions of two-year public college students of the importance to themselves and their progress on cognitive skills and intellectual growth outcomes. The study will examine these responses in relation to areas of study, sex, cumulative grade point average (GPA), hours of current employment—both related to major and unrelated to major, and respondents' perceptions of goal attainment "at this college."

Method

An exploratory research approach was used to analyze the data. This approach allows the researchers to look for patterns, ideas, or hypotheses rather than to confirm them. The findings from this study will provide information pertinent to those assessing cognitive college outcomes at two-year, public institutions.

Sample

The data for this study were based on a user sample of 35 two-year public institutions, in 16 states predominantly in the Midwest, that used the ACT College Outcomes Survey during the calendar year 1993. Respondents to the survey consisted of 6,655 two-year, public college students whose data were submitted at the time their institutions contracted with ACT for survey scoring, analysis, and report preparation. While a wide variety of colleges and students are

represented in this study, the data do not comprise a nationally "representative" sample of two-year, public institutions or students.

Instrument

The instrument used in this study was the ACT College Outcomes Survey, designed to collect student perceptions of their growth and preparation in cognitive and affective areas and their satisfaction with various aspects of the institution. The instrument was based on the results of a national research effort sponsored by two major councils of the Association of Community and Junior Colleges—the National Council for Student Development and the National Council for Instructional Administrators—to develop a college outcomes survey that could be used prior to graduation at both two-year and four-year colleges to assess student perceptions of their growth and development. It was designed for administration to students near the completion of their programs of study. An earlier version of the instrument was pilot tested on a nationwide population of several thousand two-year and four-year college students, and refinements were made accordingly. The outcome statements on the instrument are broad enough in scope to be applicable to most postsecondary institutions, but specific enough to provide data that is translatable into institutional action. The instrument requests students to respond to several types of items, including the following:

- demographic items (e.g., major, sex, cumulative GPA, responsibilities and time allocations in 11 areas including hours of employment)
- 26 cognitive skills and intellectual development outcomes of college to be rated on level of perceived importance and extent of progress made "at this college"
- 7 agree/disagree statements about general education courses
- 9 agree/disagree statements "about this college" (e.g., "This college has helped me meet the goals I came here to achieve")
- 36 personal growth outcomes of college to be rated on extent of personal growth and extent of college contribution to that growth
- 39 satisfaction-with-college items

- 5 summary items related to overall growth/preparation "at this college"

The administration modes (e.g., distributed in-class, through the mail, handed out at registration) varied from institution to institution. The effects of these various administration modes on the data are unknown.

Variables

Dependent variables included 26 items that examine students' perceptions of the importance to themselves of cognitive college outcomes, and which are then rated again to describe the extent of students' progress "at this college" on the same cognitive outcomes. (Affective outcomes are assessed elsewhere in the same survey instrument.) In addition, the study examined students' perceptions of the extent to which "this college" helped them meet the goals they "came here to achieve." The independent variables included sex, cumulative college grade-point average (GPA), hours per week currently employed—both related to major or unrelated to major, and eight broad areas of study into which respondents' majors were classified. The eight selected areas of study were Agriculture/Trade, Liberal Arts, Business, Education, Health Fields, Natural Sciences/Mathematics, Social Sciences, and Technologies.

Students selected their majors from ACT's List of College Majors and Occupational Choices at the time they responded to the survey. For this study, student majors were later grouped into eight broad areas of study derived by combining the structure provided by ACT's List of College Majors and the categories of majors suggested in *Peterson's Guide to Two-Year Colleges: 1990* (Dilts, Martin, and Zidzik, 1989).

Result

In the discussion of results, reference is frequently made to the Importance Scale and to the Progress Scale. The Importance Scale ratings for the 26 outcomes-related items are based on a 5-point Likert scale, where 5 = very great, 4 = great, 3 = moderate (average), 2 = little, and 1 = none. Likewise, the Progress Scale ratings for the items are based on a similar 5-point Likert scale, where 5 = very much, 4 = much, 3 = moderate (average), 2 = little, and 1 = none. When the averages (means) for either scale are referred to in text, they are listed following the symbols, "M" for mean.

Characteristics of the Respondents

Table 1 presents frequencies and percentages of respondents by demographic subgroup. Of the 6,655 respondents, 63.5 percent were female. Just over half indicated their majors were either in Business (22.1%) or Health Fields (29.1%). Each other area of study had under 12 percent of the respondents. Based on their self-reported cumulative college grade-point averages, respondents were categorized into two GPA groups, "3.00 and above" (61.1%) and "below 3.00" (39.1%). Nearly 36 percent of respondents were currently unemployed, over 24 percent worked half time or less (currently employed 1 to 20 hours per week), and the remainder—nearly 40 percent—worked more than half time (currently employed 21 hours per week or more). Of the 4,266 currently employed respondents, the majority (67.9%) were employed in jobs unrelated to their majors. Only 1,370 of the currently employed respondents (32.1%) worked in jobs related to their majors.

Insert Table 1 here

Overall Perceptions of Importance and Progress on 26 Cognitive Outcomes

Table 2 and Figure 1 present the average Importance Scale ratings for each of the 26 cognitive outcomes, arranged in descending order based on the magnitude of the mean. The two outcomes with the highest average Importance Scale ratings, "Acquiring knowledge and skills needed for a career" (M = 4.59) and "Becoming competent in my major" (M = 3.78), were rated slightly closer to "very great" than to "great" in importance. The outcome with the third highest rating, "Learning to think and reason," (M = 4.39) was rated higher than any of the remaining outcomes, but closer to "great" than to "very great." "Appreciating the fine arts, music, literature, and the humanities" (M = 3.26) was the only outcome with an average rating below 3.50.

Insert Tables 2 and 3 and Figure 1 here

Table 3 and Figure 1 present average Progress Scale ratings for each of the 26 cognitive outcomes, arranged in descending order based on the magnitude of the mean. As shown in Table 3, none of the 26 outcomes received Progress Scale ratings as high as 4.00 ("much"). The three items rated highest on the Importance Scale (see Table 2) were also rated highest on the Progress Scale: "Acquiring knowledge and skills needed for a career" (M = 3.93), "Learning to think and reason" (M = 3.81), and "Becoming competent in my major" (M = 3.78). Seven other outcomes had Progress Scale ratings above 3.50, closer to "much" than to "moderate (average)." The two outcomes with the lowest ratings on the Importance Scale were the same as the two

lowest on the Progress Scale, "Appreciating the fine arts, music, literature, and the humanities" (M = 2.91), and "Learning principles for conserving and improving the global environment" (M = 2.77). Note that on the Importance Scale, the means for these two items were slightly closer to "great" than to "moderate," whereas on the Progress Scale the means were well below "moderate (average)."

In Tables 2 and 3, the average rating(s) of the items on the Progress Scale were lower than were their counterparts on the Importance Scale. With this pattern of difference (see Figure 1), it is tempting to assume that respondents consistently failed to make progress in accord with the value they placed on the importance of the outcome. However, this inference may not be entirely accurate, because the concepts and item response options associated with each scale are different: importance is not the same concept as progress. Even if both scales were measuring the same concept—for example, progress—the definition of the points on the two scales differ (i.e., the meaning of "great" and "very great" on one scale is not equivalent to "much" and "very much" on the other scale). Also, in interpreting these data, one should bear in mind that the context of the Importance Scale items did not require respondents to confine themselves to the enrollment "at this college" as the Progress Scale items did. Rather, respondents were asked to rate the 26 outcomes as to "how important it is for you to attain," regardless of when and where they may want to attain them. The instructions also asked that this rating be made "regardless of the amount of progress you have made toward attaining it." The instructions for the Progress Scale, on the other hand, asked respondents to report progress made toward the goal "at this college." Progress made elsewhere, either off campus, in a work setting, or even before entering the institution, was to be excluded from consideration in responding to the item.

Nevertheless, the two scales for Importance and Progress are similar enough in meaning (i.e., "very great" and "great", etc. is similar in meaning to "very much" and "much") to lead us to suspect that respondents' sights may be greater than their current level of attainment. Their aspirations exceed their current achievement; they ultimately seek more than they have currently accomplished. In this sense, it seems reasonable to infer that the respondents, on average, have not made as much progress on the outcomes as they ultimately want to make, whether it be "at this college" or elsewhere in the future, given the level of importance they placed on them. For this, we should rejoice, rather than grieve. To quote from Robert Browning's *Andrea del Sarto* (outdated though his references to women are), "*Ah, a man's reach should be greater than his grasp, Or what's a heaven for?*"

To explore this difference in response further at a local level, groups of students might be convened to consider this phenomenon (i.e., of the importance of these outcomes being more highly rated than the progress on them) as it relates to their own experience at the college. Follow-up interviews or round-table discussions—quality circles—on goals and progress toward selected outcomes could aid an institution in implementing its TQM/CQI/SVS program.

Table 4 and Figure 1 provide glimpses of respondents' priorities with regard to the importance of the 26 outcomes, and a convenient comparison of the respondents' sense of progress/achievement on each "at this college." The 26 outcomes are listed in order from highest to lowest on the Importance Scale. The ranks for each outcome, based on the Progress Scale means appear in the second column. The original item numbers as they appeared in the survey are listed in the third column. As can readily be seen in Table 4, the seven outcomes with the

highest ranked means on the Importance Scale (Items 14, 15, 3, 2, 11, 5, and 1) also bear highest means on the Progress Scale, although the order on the Progress Scale varies slightly from that of the other scale. The two outcomes with the lowest ranked means on the Importance Scale (Items 23 and 16) are the same as the two lowest ranked means on the Progress Scale. By observing the rankings of the means, one can gain a sense of the overall priority assigned by respondents to the outcomes, whether in terms of relative importance of each or relative progress on each.

Insert Table 4 here

As shown in Table 5, the correlation between the average ratings of Importance and Progress scale means, using Pearson's *r*, was .97, and using Spearman's *Rho*, .99. The high correlation coefficients indicate that respondents rated the same items as high or low on both scales.

Insert Table 5

Perceptions of Importance and Progress by Eight Broad Areas of Study

In Tables 6 and 7, the Importance Scale means and their rankings and the Progress Scale means and their rankings are presented for each of the 26 cognitive outcomes. At the left of each table are the overall rankings and means for each item for the total group of respondents. In the next columns are the rankings and means for each of the eight general areas of study. In the last column of each table is the analysis of variance *F*-statistic for equal item means.

Table 6 presents the Importance Scale means and their rankings by area of study. Notice that the rankings of several items differed considerably for the different areas.

Insert Table 6 and 7 and Figures 1.1 and 1.2 here

For example, "Thinking objectively about beliefs, attitudes, and values" (Item 5) was ranked among the top six by Social Sciences respondents (5th, M = 4.26) and Education students (5th, M = 4.12), but 14th (M = 3.72) by Agriculture/Trade students and 17th (M = 3.85) by Technologies respondents. Similarly, "Effectively using technology" (Item 24) was ranked among the top five on the Importance Scale by students in Agriculture/Trade, Business, Natural Sciences/Mathematics, and Technologies, but was in the lower half of the 26 rankings for Liberal Arts, Education, Health Fields, and Social Sciences. As might be expected, there was also a large variation in the Importance Scale rankings by academic areas for "Applying scientific knowledge and skills" (Item 22), which ranked 21st overall, but was rated much higher by three academic areas, Health Fields, Natural Sciences and Mathematics, and Technologies. Also, as one might expect, Liberal Arts students ranked "Appreciating the fine arts, music, literature, and the humanities" (Item 16) higher than did the other seven academic areas. A similar pattern occurred for "Understanding and applying math concepts and statistical reasoning" (Item 25) and "Learning about the role of science and technology in society" (Item 26). Analysis of variance tests for differences among the Importance Scale means were significant at the $p<.001$ level for all 26 items examined (see the last column for *F*-statistics).

Just as Table 6 presents the Importance Scale means and rankings by area of study, Table 7 presents the means and rankings that pertain to the Progress Scale for the same eight areas of study. The seven top-ranking outcomes on the Importance Scale (see Table 6 above) were also the seven top-ranking items on the Progress Scale, the only difference being a slight variation in the order of the items. (See Figures 1.1 and 1.2 for variations by area of study of the ratings on the Importance Scale and the Progress Scale for two different outcomes, "Improving my writing skills" (Item 7) and "Effectively using technology" (Item 24).)

"Acquiring knowledge and skills for a career" (Item 14) was ranked 1st overall and 1st by each of the areas except in Liberal Arts where it ranked 8th. A similar pattern was observed for "Becoming competent in my major" (Item 15) which was ranked 12th by Liberal Arts students, but higher by all other areas. The items with the largest differences among the means for the eight areas of study were "Effectively using technology" (Item 24), "Applying scientific knowledge and skills" (Item 22), "Learning principles for improving physical and mental health" (Item 19), and "Appreciating the fine arts, music, literature, and the humanities" (Item 16). For these items, average Likert scale differences among subject area groups frequently exceeded .50.

Presented in Table 8 are the Importance Scale and Progress Scale rankings and averages by sex. On the Importance Scale, males and females ratings differed significantly for all but three items (Items 1, 2, and 24). Of the 23 remaining items, only two, "Applying scientific knowledge and skills" (Item 22) and "Understanding and applying math concepts and statistical reasoning" (Item 26), were rated significantly higher by males than by females; the other 21 outcomes items were rated significantly higher by the females.

Insert Table 8 here and Figures 2 and 3 here

On the Progress Scale, a similar pattern held true, in that females provided significantly higher ratings for 19 of the 26 cognitive outcomes than did males. The three items on which males reported higher average ratings than females were "Understanding and applying math concepts and statistical reasoning" (Item 26), "Learning about the role of science and technology in society" (Item 25), and "Effectively using technology" (Item 24). There were no significant differences in average ratings by sex for the four remaining items.

Importance and Progress by Cumulative GPA

Table 9 and Figures 4 and 5 present the Importance Scale and Progress Scale averages and rankings for the 26 outcomes items by college GPA group. In general, only moderate differences were observed between the ratings for the two GPA groups. For the Importance Scale, only five items exhibited mean differences for .10 or greater, including items 1, 2, 3, 4, and 15. For all five of these items, students with GPAs of 3.00 and above provided higher ratings than those with GPAs below 3.00.

A similar pattern was observed for the Progress Scale; however, somewhat larger differences were found between the means for the two GPA groups.

Insert Table 9 and Figures 4 and 5 here

The greatest mean differences were observed for "Becoming competent in my major" (Item 15), (M = 3.87 and 3.64), "Acquiring knowledge and skills needed for a career" (Item 14) (M = 4.00 and 3.82), and "Developing problem-solving skills" (Item 2) (M = 3.71 and 3.55). On items with significant differences between the two groups, respondents with GPAs of 3.00 or above reported that they made significantly more progress than respondents with GPAs below 3.00.

Table 10 and Figures 6 and 7 present importance and progress results by hours of employment per week. Three groups of respondents were studied: those who did not work, those who worked from up to half time (1 to 20 hours per week), and those who worked more than half time (21+ hours per week).

In general, the same outcome items were ranked high and/or low by respondents from all three groups for both the Importance Scale and Progress Scale. For the Importance Scale, only one item, "Effectively using technology" (Item 24), exhibited moderately large (>.10) mean differences among the three employment-related groups, suggesting that the importance of various educational outcomes is not appreciably affected by employment.

In contrast, the Progress Scale ratings for all but three of the 26 items were significantly lower for the respondents who worked more than half time. This finding suggests that students perceive heavy work schedules as detrimental to their educational progress in most outcomes areas.

Insert Table 10 and Figures 6 and 7 here

Perceived College Help in Goal Attainment for Selected Respondent Subgroups

In addition to analyses of student responses to the 26 outcomes-related items discussed earlier in this paper, the study examined students' reactions to their college's assistance in meeting the goals they entered the college to achieve. Specifically, students' agreement ratings were analyzed for the statement "This college has helped me meet the goals I came here to achieve" (Item 1, Part C, Section II of the College Outcomes Survey). A 5-point Likert scale was used with this item, where 5 = strongly agree, 4 = agree, 3 = neutral, neither agree nor disagree, 2 = disagree, and 1 = strongly disagree. Responses were then analyzed by selected respondent subgroups using analysis of variance procedures (see Table 11).

Insert Table 11 here

For all five independent variables studied, significant differences were observed among the respondent subgroups, although only marginal differences were found among the subgroups based on "Hours of paid employment." Students with GPAs of 3.00 or above rated their college's assistance in helping them meet their goals much higher on average (+.26) than did students with lower GPAs. Similarly, females and students employed in jobs related to their majors provided higher ratings than did their counterparts. Students with majors in Business, Education, and the Health Fields also tended to provide more positive ratings than did those in other areas of study.

Summary and Discussion

The purpose of this study was to examine two-year public college students' perceptions of the importance of various college outcomes and their progress toward attaining these outcomes.

Several observations may be made concerning the results of this exploratory study. Students perceive large differences (more than one full Likert point, on average) in the importance of the 26 outcomes examined in the study. Similarly, their reported progress at the college varied considerably among the 26 outcomes areas. In general, students' average Importance Scale ratings were somewhat higher than their Progress Scale ratings, suggesting that they felt a need to make additional progress toward achieving their goals. However, the relative order of the mean ratings of the 26 outcomes items was similar (r = .97) for the importance and progress scale ratings. Large differences in the average progress and importance ratings were observed among various subgroups of students based on sex, area of study, GPA, and hours of employment. These findings suggest that many background and demographic factors influence students' perceptions of their goals and their progress toward achieving these goals.

Based on these findings, several areas of future research seem warranted. First, college officials may wish to further examine the importance of and perceived progress toward selected college outcomes for various subgroups of students at their institutions. Follow-up interviews and focus groups for various student subpopulations may yield a better understanding of outcomes-related issues on a particular campus. Second, the apparent gap between students' ratings of the importance of the selected college outcomes and their progress toward achieving these outcomes needs further study. Is this result simply an artifact of the scales used or are students asking for

more assistance from colleges in meeting their goals? Perhaps the importance they place on attaining goals will always be greater than their perceived attainment. Additional research on this issue may be beneficial to officials designing college curricula. Finally, the apparent impact of hours employed on students' perceptions of their progress toward their goals suggests the need for further research on the impact of employment on the wide range of college outcomes.

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Table 1. Frequencies and Percentages of Respondents by Demographic Subgroup

Subgroups	Number Responding	Percent
Broad Areas of Study		
Agriculture/Trade	310	4.7
Liberal Arts	368	5.5
Business	1466	22.1
Education	618	9.3
Health Fields	1934	29.1
Natural Sciences/Mathematics/Computer Science	427	6.4
Social Sciences	779	11.7
Technologies	741	11.2
Sex		
Female	4216	63.5
Male	2422	36.5
Cumulative college grade point-average (GPA)		
3.00 and above	4136	62.1
Below 3.00	2519	37.9
Hours of paid employment per week		
No hours worked	2389	35.9
Employed up to half time (20 hours or less)	1611	24.2
Employed over half time (over 20 hours)	2655	39.9
Employment related to major or not related to major		
Employment related to major	1370	32.1
Employment not related to major	2896	67.9

Table 2. Mean Importance Scale Ratings of Selected College Outcomes

Importance Scale Mean*	Number Responding	Survey Item Number	Cognitive Skills and Intellectual Growth Outcomes
4.59	6495	14	Acquiring knowledge and skills needed for a career
4.57	6489	15	Becoming competent in my major
4.39	6513	3	Learning to think and reason
4.21	6523	2	Developing problem-solving skills
4.19	6511	11	Listening to and understanding what others say
4.12	6504	5	Thinking objectively about beliefs, attitudes, and values
4.12	6515	1	Drawing conclusions after weighing evidence, facts, and ideas
4.07	6474	24	Effectively using technology (e.g., computers, high-tech equipment)
4.05	6512	9	Speaking more effectively
4.04	6518	10	Further developing my study skills
4.02	6477	21	Learning about career options
4.02	6517	13	Developing openness to new ideas and practices
4.00	6472	20	Developing effective job-seeking skills (e.g., interviewing, resume construction)
4.00	6518	12	Learning to formulate and re-shape my lifetime goals
4.00	6509	4	Locating, screening, and organizing information
3.96	6497	6	Developing my creativity, generating original ideas and products
3.89	6476	17	Broadening my intellectual interests
3.87	6503	8	Reading with greater speed and better comprehension
3.85	6515	7	Improving my writing skills
3.82	6468	19	Learning principles for improving physical and mental health
3.76	6475	22	Applying scientific knowledge and skills
3.72	6468	18	Discovering productive and rewarding uses of my talents and leisure time
3.59	6475	25	Learning about the role of science and technology in society
3.58	6467	26	Understanding and applying math concepts and statistical reasoning
3.51	6467	23	Learning principles for conserving and improving the global environment
3.26	6478	16	Appreciating the fine arts, music, literature, and the humanities

* This Importance Scale mean was computed from a Likert-type scale, when 5=Very Great, 4=Great, 3=Moderate(Average), 2=Little, 1=None.

Table 3. Mean Progress Scale Ratings of Selected College Outcomes

Progress Scale Mean*	Number Responding	Survey Item Number	Cognitive Skills and Intellectual Growth Outcomes
3.93	6446	14	Acquiring knowledge and skills needed for a career
3.81	6471	3	Learning to think and reason
3.78	6432	15	Becoming competent in my major
3.66	6467	11	Listening to and understanding what others say
3.65	6471	2	Developing problem-solving skills
3.63	6466	1	Drawing conclusions after weighing evidence, facts, and ideas
3.60	6458	5	Thinking objectively about beliefs, attitudes, and values
3.58	6469	13	Developing openness to new ideas and practices
3.57	6454	4	Locating, screening, and organizing information
3.51	6467	12	Learning to formulate and re-shape my lifetime goals
3.48	6474	7	Improving my writing skills
3.48	6477	10	Further developing my study skills
3.43	6475	9	Speaking more effectively
3.42	6427	17	Broadening my intellectual interests
3.38	6451	6	Developing my creativity, generating original ideas and products
3.34	6434	24	Effectively using technology (e.g., computers, high-tech equipment)
3.25	6431	22	Applying scientific knowledge and skills
3.22	6435	21	Learning about career options
3.22	6475	8	Reading with greater speed and better comprehension
3.16	6423	19	Learning principles for improving physical and mental health
3.13	6431	26	Understanding and applying math concepts and statistical reasoning
3.11	6432	20	Developing effective job-seeking skills (e.g., interviewing, resume construction)
3.11	6428	25	Learning about the role of science and technology in society
3.07	6425	18	Discovering productive and rewarding uses of my talents and leisure time
2.91	6435	16	Appreciating the fine arts, music, literature, and the humanities
2.77	6426	23	Learning principles for conserving and improving the global environment

* This Progress Scale mean was computed from a Likert-type scale, when 5=Very Much, 4=Much, 3=Moderate(Average), 2=Little, 1=None.

Table 4. Ranking of the Importance and Progress Means for Selected College Outcomes

Importance Scale Mean Rank	Progress Scale Mean Rank	Survey Item Number	Cognitive Skills and Intellectual Growth Outcomes
1	1	14	Acquiring knowledge and skills needed for a career
2	3	15	Becoming competent in my major
3	2	3	Learning to think and reason
4	5	2	Developing problem-solving skills
5	4	11	Listening to and understanding what others say
6	7	5	Thinking objectively about beliefs, attitudes, and values
7	6	1	Drawing conclusions after weighing evidence, facts, and ideas
8	16	24	Effectively using technology (e.g., computers, high-tech equipment)
9	13	9	Speaking more effectively
10	12	10	Further developing my study skills
11	18	21	Learning about career options
12	8	13	Developing openness to new ideas and practices
13	22	20	Developing effective job-seeking skills (e.g., interviewing, resume construction)
14	10	12	Learning to formulate and re-shape my lifetime goals
15	9	4	Locating, screening, and organizing information
16	15	6	Developing my creativity, generating original ideas and products
17	14	17	Broadening my intellectual interests
18	19	8	Reading with greater speed and better comprehension
19	11	7	Improving my writing skills
20	20	19	Learning principles for improving physical and mental health
21	17	22	Applying scientific knowledge and skills
22	24	18	Discovering productive and rewarding uses of my talents and leisure time
23	23	25	Learning about the role of science and technology in society
24	21	26	Understanding and applying math concepts and statistical reasoning
25	26	23	Learning principles for conserving and improving the global environment
26	25	16	Appreciating the fine arts, music, literature, and the humanities

Table 5. Correlation Between the Average Ratings of Importance and Progress Scale Means.

	Correlation coefficient
Pearson's r (between importance and progress scale means)	.97
Spearman's Rho (between importance and progress scale means)	.99

Table 6. Importance Means and Their Rankings by Area of Study

Overall Rank	Survey Item Number	Importance Scale Mean	Agriculture /Trade	Liberal Arts	Business	Education	Health Fields	Natural Sci. /Mathematics	Social Sciences	Technologies	F-Statistic[a]
1	Item 14	(4.59)	1 (4.40)	2 (4.46)	1 (4.59)	1 (4.56)	1 (4.68)	1 (4.58)	2 (4.59)	1 (4.50)	11.93***
2	Item 15	(4.57)	2 (4.35)	1 (4.53)	2 (4.51)	2 (4.56)	2 (4.68)	2 (4.55)	1 (4.61)	2 (4.49)	13.65***
3	Item 3	(4.39)	3 (4.23)	3 (4.37)	3 (4.36)	3 (4.36)	3 (4.45)	4 (4.41)	3 (4.45)	4 (4.35)	5.57***
4	Item 2	(4.21)	4 (4.09)	10 (4.03)	8 (4.15)	7 (4.12)	4 (4.47)	5 (4.33)	8 (4.21)	5 (4.32)	10.27***
5	Item 11	(4.19)	7 (3.92)	6 (4.15)	5 (4.20)	4 (4.22)	5 (4.24)	7 (4.13)	4 (4.28)	9 (4.05)	10.36***
6	Item 5	(4.12)	14 (3.72)	7 (4.15)	9 (4.12)	5 (4.21)	7 (4.20)	8 (4.06)	5 (4.26)	17 (3.85)	25.06***
7	Item 1	(4.12)	6 (3.96)	15 (3.98)	12 (4.04)	16 (4.01)	6 (4.21)	6 (4.14)	7 (4.22)	6 (4.14)	11.20***
8	Item 24	(4.07)	5 (3.98)	19 (3.86)	4 (4.30)	17 (3.98)	20 (3.84)	3 (4.50)	20 (3.86)	3 (4.36)	57.21***
9	Item 9	(4.05)	17 (3.64)	5 (4.15)	6 (4.17)	6 (4.15)	15 (4.00)	16 (3.95)	6 (4.25)	15 (3.89)	23.49***
10	Item 10	(4.04)	15 (3.71)	14 (3.98)	14 (4.02)	12 (4.06)	9 (4.14)	15 (3.95)	10 (4.09)	11 (3.95)	10.46***
11	Item 21	(4.02)	9 (3.89)	16 (3.91)	10 (4.09)	15 (4.02)	13 (4.06)	11 (3.98)	9 (4.09)	12 (3.90)	5.22***
12	Item 13	(4.02)	10 (3.80)	11 (4.02)	13 (4.03)	10 (4.07)	11 (4.09)	13 (3.96)	11 (4.07)	18 (3.84)	9.03***
13	Item 20	(4.00)	8 (3.90)	21 (3.83)	7 (4.16)	13 (4.04)	16 (3.96)	10 (4.00)	16 (4.02)	19 (3.83)	10.45***
14	Item 12	(4.00)	13 (3.72)	20 (3.83)	11 (4.05)	11 (4.06)	12 (4.06)	18 (3.87)	12 (4.05)	16 (3.85)	10.32***
15	Item 4	(4.00)	12 (3.75)	18 (3.88)	15 (4.00)	20 (3.94)	10 (4.12)	12 (3.97)	14 (4.03)	14 (3.89)	12.12***
16	Item 6	(3.96)	11 (3.77)	4 (4.32)	17 (3.96)	8 (4.10)	19 (3.86)	14 (3.96)	17 (3.98)	10 (3.97)	14.88***
17	Item 17	(3.89)	24 (3.41)	8 (4.10)	19 (3.90)	14 (4.02)	17 (3.92)	20 (3.81)	15 (4.03)	21 (3.69)	23.06***
18	Item 8	(3.97)	21 (3.48)	17 (3.90)	18 (3.92)	18 (3.85)	18 (3.89)	22 (3.76)	18 (3.98)	20 (3.71)	12.53***
19	Item 7	(3.85)	25 (3.38)	9 (4.05)	16 (3.98)	9 (4.08)	22 (3.72)	21 (3.77)	13 (4.05)	23 (3.63)	37.13***
20	Item 19	(3.82)	23 (3.43)	22 (3.76)	21 (3.70)	19 (3.94)	14 (4.05)	25 (3.56)	19 (3.93)	24 (3.51)	39.26***
21	Item 22	(3.76)	16 (3.68)	24 (3.34)	24 (3.37)	25 (3.48)	8 (4.16)	9 (4.02)	22 (3.53)	7 (4.10)	113.71***
22	Item 18	(3.72)	18 (3.60)	13 (3.99)	20 (3.73)	21 (3.88)	23 (3.62)	23 (3.66)	21 (3.80)	22 (3.67)	9.54***
23	Item 25	(3.59)	20 (3.55)	25 (3.31)	25 (3.33)	26 (3.45)	21 (3.78)	17 (3.92)	25 (3.39)	13 (3.89)	45.12***
24	Item 26	(3.58)	19 (3.57)	26 (3.18)	22 (3.59)	24 (3.51)	24 (3.56)	19 (3.87)	26 (3.21)	8 (4.09)	47.75***
25	Item 23	(3.51)	22 (3.47)	23 (3.60)	23 (3.40)	23 (3.66)	25 (3.53)	24 (3.58)	23 (3.52)	25 (3.49)	4.17***
26	Item 16	(3.26)	26 (2.81)	12 (4.01)	26 (3.17)	22 (3.68)	26 (3.20)	26 (3.17)	24 (3.41)	26 (2.97)	55.12***

*** $p < .001$

Note. Under each area of study, the first number is the rank and the second, in paraentheses, is the mean upon which the rank was based.

[a]For each item, the F statistic is based on an analysis of variance test for area of study.

Table 7. Progress Means and Their Rankings by Area of Study

Overall Rank	Survey Item Number	Progress Scale Mean	Agriculture /Trade	Liberal Arts	Business	Education	Health Fields	Natural Sci. /Mathematics	Social Sciences	Technologies	F-Statistic[a]
1	Item 14	(3.93)	1 (3.91)	8 (3.49)	1 (3.96)	1 (3.79)	1 (4.08)	1 (3.85)	1 (3.88)	1 (3.89)	21.44***
2	Item 3	(3.81)	3 (3.76)	1 (3.65)	2 (3.81)	2 (3.78)	3 (3.89)	2 (3.79)	2 (3.84)	4 (3.71)	6.21***
3	Item 15	(3.78)	2 (3.70)	12 (3.40)	3 (3.80)	6 (3.64)	2 (3.93)	5 (3.67)	4 (3.75)	2 (3.77)	16.76***
4	Item 11	(3.66)	5 (3.52)	3 (3.56)	4 (3.68)	5 (3.68)	4 (3.75)	7 (3.51)	6 (3.67)	9 (3.51)	8.61***
5	Item 2	(3.65)	4 (3.61)	11 (3.42)	5 (3.63)	12 (3.53)	5 (3.73)	4 (3.69)	10 (3.59)	3 (3.73)	9.69***
6	Item 1	(3.63)	6 (3.51)	10 (3.44)	11 (3.56)	14 (3.52)	7 (3.72)	6 (3.62)	5 (3.71)	7 (3.59)	8.88***
7	Item 5	(3.60)	15 (3.24)	2 (3.55)	8 (3.60)	4 (3.72)	6 (3.72)	12 (3.41)	3 (3.76)	16 (3.32)	23.24***
8	Item 13	(3.58)	8 (3.46)	5 (3.54)	9 (3.60)	8 (3.58)	8 (3.67)	8 (3.49)	7 (3.63)	12 (3.41)	6.94***
9	Item 4	(3.57)	9 (3.42)	14 (3.33)	7 (3.62)	11 (3.55)	9 (3.67)	9 (3.47)	12 (3.57)	10 (3.49)	9.53***
10	Item 12	(3.51)	10 (3.37)	16 (3.25)	12 (3.53)	10 (3.55)	11 (3.63)	15 (3.32)	11 (3.58)	14 (3.36)	11.56***
11	Item 7	(3.48)	19 (3.15)	6 (3.50)	10 (3.59)	3 (3.75)	16 (3.37)	10 (3.44)	8 (3.62)	17 (3.29)	21.38***
12	Item 10	(3.48)	11 (3.35)	15 (3.31)	14 (3.48)	15 (3.50)	12 (3.60)	11 (3.43)	14 (3.47)	13 (3.37)	7.32***
13	Item 9	(3.43)	16 (3.23)	13 (3.39)	13 (3.49)	7 (3.60)	15 (3.41)	19 (3.24)	9 (3.59)	19 (3.21)	13.22***
14	Item 17	(3.42)	21 (3.06)	9 (3.48)	16 (3.43)	9 (3.57)	14 (3.43)	14 (3.33)	13 (3.55)	18 (3.27)	12.29***
15	Item 6	(3.38)	14 (3.26)	4 (3.55)	15 (3.46)	13 (3.53)	19 (3.29)	17 (3.30)	15 (3.41)	15 (3.35)	7.19***
16	Item 24	(3.34)	7 (3.49)	18 (3.13)	6 (3.62)	20 (3.15)	23 (3.09)	3 (3.76)	21 (3.15)	5 (3.66)	50.84***
17	Item 22	(3.25)	12 (3.30)	24 (2.73)	23 (2.91)	24 (2.99)	10 (3.64)	13 (3.35)	23 (3.01)	8 (3.53)	95.23***
18	Item 21	(3.22)	13 (3.29)	21 (2.84)	18 (3.29)	21 (3.13)	17 (3.30)	21 (2.99)	18 (3.22)	20 (3.10)	14.72***
19	Item 8	(3.22)	23 (3.00)	19 (3.11)	19 (3.26)	17 (3.37)	20 (3.26)	20 (3.08)	16 (3.32)	22 (3.03)	10.17***
20	Item 19	(3.16)	25 (2.88)	20 (2.93)	22 (3.01)	18 (3.28)	13 (3.47)	23 (2.86)	17 (3.26)	24 (2.81)	46.31***
21	Item 26	(3.13)	17 (3.22)	23 (2.77)	21 (3.10)	22 (3.08)	22 (3.12)	16 (3.30)	25 (3.85)	6 (3.62)	34.97***
22	Item 20	(3.11)	18 (3.22)	22 (2.78)	17 (3.34)	23 (3.00)	21 (3.13)	24 (2.85)	20 (3.15)	23 (2.96)	16.97***
23	Item 25	(3.11)	20 (3.14)	25 (2.70)	24 (2.91)	25 (2.97)	18 (3.30)	18 (3.26)	24 (2.91)	11 (3.43)	39.64***
24	Item 18	(3.07)	22 (3.05)	17 (3.18)	20 (3.10)	19 (3.15)	24 (2.97)	22 (2.95)	19 (3.15)	21 (3.04)	6.69***
25	Item 16	(2.91)	26 (2.47)	7 (3.50)	25 (2.85)	16 (3.40)	25 (2.79)	25 (2.82)	22 (3.09)	26 (2.65)	49.00***
26	Item 23	(2.77)	24 (2.95)	26 (2.70)	26 (2.71)	26 (2.90)	26 (2.79)	26 (2.64)	26 (2.75)	25 (2.79)	4.03***

*** $p < .001$

Note. Under each area of study, the first number is the rank and the second, in paraentheses, is the mean upon which the rank was based.

[a]For each item, the F statistic is based on an analysis of variance test for area of study.

Table 8. Importance and Progress Means and Their Rankings by Sex

Overall Rank	Survey Item Number	Importance Scale Mean	Males	Females	F-Statistic[a]
1	Item 14	4.59	1 (4.47)	1 (4.66)	112.69***
2	Item 15	4.57	2 (4.44)	2 (4.64)	123.08***
3	Item 3	4.39	3 (4.35)	3 (4.42)	11.92***
4	Item 2	4.21	4 (4.20)	6 (4.22)	1.28
5	Item 11	4.19	7 (4.05)	4 (4.27)	105.18***
6	Item 5	4.12	9 (3.92)	5 (4.22)	179.74***
7	Item 1	4.12	6 (4.09)	7 (4.13)	3.12
8	Item 24	4.07	5 (4.09)	15 (4.05)	2.38
9	Item 9	4.05	8 (3.94)	9 (4.12)	52.30***
10	Item 10	4.04	11 (3.91)	11 (4.11)	69.30***
11	Item 21	4.02	12 (3.88)	10 (4.11)	81.14***
12	Item 13	4.02	14 (3.85)	8 (4.12)	129.06***
13	Item 20	4.00	15 (3.84)	13 (4.09)	86.03***
14	Item 12	4.00	16 (3.82)	12 (4.10)	121.55***
15	Item 4	4.00	13 (3.87)	14 (4.08)	85.22***
16	Item 6	3.96	10 (3.92)	16 (4.00)	6.81**
17	Item 17	3.89	18 (3.74)	17 (3.98)	92.82***
18	Item 8	3.87	19 (3.74)	18 (3.94)	62.18***
19	Item 7	3.85	20 (3.71)	19 (3.92)	72.79***
20	Item 19	3.82	24 (3.64)	20 (3.91)	103.59***
21	Item 22	3.76	17 (3.80)	21 (3.76)	4.17*
22	Item 18	3.72	22 (3.68)	22 (3.74)	4.35*
23	Item 25	3.59	23 (3.67)	24 (3.54)	21.10***
24	Item 26	3.58	21 (3.70)	25 (3.51)	41.78***
25	Item 23	3.51	25 (3.45)	23 (3.54)	10.19***
26	Item 16	3.26	26 (3.08)	26 (3.36)	95.74***

Overall Rank	Survey Item Number	Progress Scale Mean	Males	Females	F-Statistic[a]
1	Item 14	3.93	1 (3.82)	1 (3.99)	46.27***
2	Item 3	3.81	2 (3.72)	2 (3.86)	43.03***
3	Item 15	3.78	3 (3.71)	3 (3.82)	22.58***
4	Item 11	3.66	6 (3.52)	4 (3.73)	77.98***
5	Item 2	3.65	4 (3.63)	7 (3.66)	2.65
6	Item 1	3.63	5 (3.60)	8 (3.65)	7.88**
7	Item 5	3.60	8 (3.43)	5 (3.71)	118.52***
8	Item 13	3.58	9 (3.42)	6 (3.68)	96.25***
9	Item 4	3.57	7 (3.45)	9 (3.64)	61.26***
10	Item 12	3.51	13 (3.35)	10 (3.61)	88.65***
11	Item 7	3.48	11 (3.35)	12 (3.54)	50.90***
12	Item 10	3.48	12 (3.35)	11 (3.56)	66.92***
13	Item 9	3.43	15 (3.32)	13 (3.49)	37.35***
14	Item 17	3.42	16 (3.29)	14 (3.49)	55.71***
15	Item 6	3.38	14 (3.33)	15 (3.40)	6.85**
16	Item 24	3.34	10 (3.39)	16 (3.32)	6.44**
17	Item 22	3.25	17 (3.27)	20 (3.23)	1.93
18	Item 21	3.22	20 (3.09)	18 (3.30)	43.66***
19	Item 8	3.22	21 (3.09)	17 (3.30)	58.36***
20	Item 19	3.16	23 (3.00)	19 (3.25)	71.02***
21	Item 26	3.13	18 (3.26)	24 (3.06)	52.19***
22	Item 20	3.11	24 (3.00)	21 (3.17)	33.73***
23	Item 25	3.11	19 (3.18)	23 (3.07)	17.15***
24	Item 18	3.07	22 (3.03)	22 (3.09)	3.54
25	Item 16	2.91	26 (2.78)	25 (2.99)	49.38***
26	Item 23	2.77	25 (2.78)	26 (2.76)	0.48

* $p < .05$
** $p < .01$
*** $p < .001$

Note. Under each area of study, the first number is the rank and the second, in paraentheses, is the mean upon which the rank was based.

[a]For each item, the F statistic is based on an analysis of variance test for sex.

Table 9. Importance and Progress Means and Their Rankings by Cumulative College Grade-Point Average

Overall Rank	Survey Item Number	Importance Scale Mean	3.00 & Above	Below 3.00	F-Statistic[a]
1	Item 14	4.59	1 (4.61)	1 (4.55)	14.91***
2	Item 15	4.57	2 (4.61)	2 (4.51)	34.08***
3	Item 3	4.39	3 (4.44)	3 (4.32)	34.88***
4	Item 2	4.21	4 (4.28)	5 (4.10)	77.17***
5	Item 11	4.19	5 (4.21)	4 (4.15)	7.51**
6	Item 5	4.12	7 (4.14)	6 (4.09)	5.05*
7	Item 1	4.12	6 (4.18)	12 (4.01)	59.90***
8	Item 24	4.07	8 (4.08)	9 (4.04)	2.36
9	Item 9	4.05	9 (4.07)	11 (4.02)	4.23*
10	Item 10	4.04	12 (4.01)	7 (4.08)	7.65**
11	Item 21	4.02	14 (4.01)	8 (4.07)	5.72*
12	Item 13	4.02	11 (4.04)	13 (3.98)	7.07**
13	Item 20	4.00	16 (3.98)	10 (4.03)	4.70*
14	Item 12	4.00	13 (4.01)	14 (3.98)	1.56
15	Item 4	4.00	10 (4.05)	15 (3.92)	32.86***
16	Item 6	3.96	15 (3.99)	16 (3.91)	9.16**
17	Item 17	3.89	17 (3.91)	17 (3.87)	2.44
18	Item 8	3.87	18 (3.88)	18 (3.85)	1.99
19	Item 7	3.85	19 (3.86)	20 (3.82)	2.60
20	Item 19	3.82	21 (3.80)	19 (3.84)	3.36
21	Item 22	3.76	20 (3.80)	22 (3.71)	11.26***
22	Item 18	3.72	22 (3.71)	21 (3.73)	0.86
23	Item 25	3.59	23 (3.60)	24 (3.57)	1.93
24	Item 26	3.58	24 (3.57)	23 (3.59)	0.53
25	Item 23	3.51	25 (3.50)	25 (3.53)	1.27
26	Item 16	3.26	26 (3.27)	26 (3.27)	0.10

Overall Rank	Survey Item Number	Progress Scale Mean	3.00 & Above	Below 3.00	F-Statistic[a]
1	Item 14	3.93	1 (4.00)	1 (3.82)	58.77***
2	Item 3	3.81	3 (3.85)	2 (3.75)	20.31***
3	Item 15	3.78	2 (3.87)	4 (3.64)	82.78***
4	Item 11	3.66	6 (3.67)	3 (3.64)	1.08
5	Item 2	3.65	4 (3.71)	6 (3.55)	52.55***
6	Item 1	3.63	5 (3.68)	8 (3.54)	44.33***
7	Item 5	3.60	8 (3.62)	5 (3.58)	1.72
8	Item 13	3.58	9 (3.61)	7 (3.54)	8.17**
9	Item 4	3.57	7 (3.62)	9 (3.49)	31.72***
10	Item 12	3.51	11 (3.53)	10 (3.49)	2.45
11	Item 7	3.48	12 (3.52)	12 (3.40)	23.48***
12	Item 10	3.48	10 (3.55)	13 (3.38)	41.35***
13	Item 9	3.43	14 (3.44)	11 (3.40)	2.35
14	Item 17	3.42	13 (3.46)	15 (3.35)	17.89***
15	Item 6	3.38	15 (3.39)	14 (3.36)	1.07
16	Item 24	3.34	16 (3.36)	16 (3.31)	3.59
17	Item 22	3.25	17 (3.31)	20 (3.15)	31.99**
18	Item 21	3.22	19 (3.21)	17 (3.25)	2.21
19	Item 8	3.22	18 (3.22)	18 (3.23)	0.09
20	Item 19	3.16	21 (3.14)	19 (3.18)	1.50
21	Item 26	3.13	20 (3.16)	23 (3.08)	8.07**
22	Item 20	3.11	23 (3.10)	21 (3.13)	1.59
23	Item 25	3.11	22 (3.13)	24 (3.06)	6.61**
24	Item 18	3.07	24 (3.05)	22 (3.09)	1.51
25	Item 16	2.91	25 (2.92)	25 (2.89)	0.75
26	Item 23	2.77	26 (2.75)	26 (2.79)	1.21

* $p < .05$
** $p < .01$
*** $p < .001$

Note. Under each area of study, the first number is the rank and the second, in paraentheses, is the mean upon which the rank was based.

[a]For each item, the F statistic is based on an analysis of variance test for cumulative college grade-point average.

Table 10. Importance and Progress Means and Their Rankings by Hours of Paid Employment Per Week

Overall Rank	Survey Item Number	Importance Scale Mean	No Hours Worked	Up To Half Time	Over Half Time	F-Statistic
1	Item 14	(4.59)	1 (4.57)	2 (4.57)	1 (4.61)	1.68
2	Item 15	(4.57)	2 (4.54)	1 (4.58)	2 (4.59)	3.72*
3	Item 3	(4.39)	3 (4.36)	3 (4.39)	3 (4.42)	4.58**
4	Item 2	(4.21)	4 (4.19)	4 (4.21)	4 (4.23)	1.92
5	Item 11	(4.19)	5 (4.18)	5 (4.18)	5 (4.20)	0.43
6	Item 5	(4.12)	6 (4.12)	6 (4.14)	8 (4.10)	0.83
7	Item 1	(4.12)	7 (4.09)	7 (4.13)	7 (4.14)	2.46
8	Item 24	(4.07)	13 (4.01)	8 (4.04)	6 (4.14)	12.37***
9	Item 9	(4.05)	9 (4.04)	11 (4.04)	9 (4.07)	1.19
10	Item 10	(4.04)	8 (4.05)	12 (4.03)	10 (4.03)	0.50
11	Item 21	(4.02)	12 (4.02)	9 (4.04)	11 (4.02)	0.82
12	Item 13	(4.02)	10 (4.02)	13 (4.02)	12 (4.02)	0.01
13	Item 20	(4.00)	14 (3.99)	10 (4.04)	14 (3.98)	1.41
14	Item 12	(4.00)	11 (4.02)	15 (4.00)	16 (3.98)	0.96
15	Item 4	(4.00)	15 (3.99)	14 (4.01)	13 (4.00)	0.28
16	Item 6	(3.96)	16 (3.92)	16 (3.98)	15 (3.98)	3.04
17	Item 17	(3.89)	17 (3.91)	17 (3.88)	17 (3.89)	0.52
18	Item 8	(3.87)	18 (3.89)	19 (3.85)	18 (3.86)	0.84
19	Item 7	(3.85)	19 (3.85)	20 (3.84)	19 (3.85)	0.05
20	Item 19	(3.82)	20 (3.81)	18 (3.85)	20 (3.80)	1.39
21	Item 22	(3.76)	21 (3.78)	21 (3.79)	21 (3.73)	1.88
22	Item 18	(3.72)	22 (3.71)	22 (3.75)	22 (3.71)	0.83
23	Item 25	(3.59)	23 (3.57)	23 (3.62)	24 (3.58)	1.12
24	Item 26	(3.58)	24 (3.56)	24 (3.58)	23 (3.59)	0.64
25	Item 23	(3.51)	25 (3.50)	25 (3.53)	25 (3.51)	0.30
26	Item 16	(3.26)	26 (3.27)	26 (3.26)	26 (3.26)	0.04

Overall Rank	Survey Item Number	Progress Scale Mean	No Hours Worked	Up To Half Time	Over Half Time	F-Statistic
1	Item 14	(3.93)	1 (3.97)	1 (3.98)	1 (3.87)	8.72***
2	Item 3	(3.81)	2 (3.84)	2 (3.84)	2 (3.77)	5.29**
3	Item 15	(3.78)	3 (3.80)	3 (3.83)	3 (3.73)	6.93***
4	Item 11	(3.66)	4 (3.72)	4 (3.69)	6 (3.58)	15.78***
5	Item 2	(3.65)	5 (3.68)	5 (3.68)	4 (3.61)	5.54**
6	Item 1	(3.63)	7 (3.65)	6 (3.66)	5 (3.58)	5.74**
7	Item 5	(3.60)	6 (3.67)	7 (3.63)	8 (3.53)	13.15***
8	Item 13	(3.58)	8 (3.62)	8 (3.59)	7 (3.55)	4.24**
9	Item 4	(3.57)	9 (3.62)	9 (3.58)	9 (3.52)	6.92***
10	Item 12	(3.51)	11 (3.59)	10 (3.54)	11 (3.43)	12.93***
11	Item 7	(3.48)	12 (3.52)	12 (3.48)	10 (3.44)	3.63**
12	Item 10	(3.48)	10 (3.59)	11 (3.50)	13 (3.38)	27.92***
13	Item 9	(3.43)	14 (3.44)	13 (3.45)	12 (3.40)	0.98
14	Item 17	(3.42)	12 (3.46)	14 (3.42)	14 (3.38)	4.36**
15	Item 6	(3.38)	15 (3.41)	16 (3.37)	16 (3.34)	3.03*
16	Item 24	(3.34)	16 (3.32)	15 (3.38)	15 (3.35)	1.42
17	Item 22	(3.25)	17 (3.28)	17 (3.34)	17 (3.16)	15.62***
18	Item 21	(3.22)	19 (3.27)	18 (3.32)	19 (3.12)	17.60***
19	Item 8	(3.22)	18 (3.28)	19 (3.24)	18 (3.15)	9.52***
20	Item 19	(3.16)	20 (3.23)	20 (3.22)	22 (3.05)	18.93***
21	Item 26	(3.13)	21 (3.16)	22 (3.17)	20 (3.08)	4.20**
22	Item 20	(3.11)	22 (3.15)	23 (3.15)	21 (3.05)	5.24**
23	Item 25	(3.11)	23 (3.12)	21 (3.19)	23 (3.04)	9.24***
24	Item 18	(3.07)	24 (3.11)	24 (3.09)	24 (3.01)	5.76**
25	Item 16	(2.91)	25 (2.91)	25 (2.92)	25 (2.90)	0.22
26	Item 23	(2.77)	26 (2.82)	26 (2.77)	26 (2.73)	3.73*

* $p < .05$
** $p < .01$
*** $p < .001$

Note. Under each area of study, the first number is the rank and the second, in paraentheses, is the mean upon which the rank was based.

[a]For each item, the F statistic is based on an analysis of variance test for hours of paid employment per week.

Table 11. Analysis of Variance Test for Achievement of Goals by Selected Subgroups

Goals Achieved by Selected Subgroups	Number Responding	Mean	df	F-Statistic
Area of Study			7, 6457	8.31***
Agriculture/Trade	297	3.97		
Liberal Arts	358	3.83		
Business	1426	4.10		
Education	607	4.09		
Health Fields	1885	4.12		
Natural Sciences/Mathematics/Computer Science	416	3.99		
Social Sciences	759	3.99		
Technologies	717	3.99		
Sex			1, 6457	60.21***
Male	2336	3.94		
Female	4123	4.11		
Cumulative College GPA			1, 6474	143.50***
3.00 and above	4008	4.15		
Below 3.00	2468	3.89		
Hours of Paid Employment Per Week			2, 6473	3.75*
No hours worked	2312	4.08		
Employed up to half time (20 hours or less)	1579	4.07		
Employed over half time (over 20 hours)	2585	4.02		
Employment related to major or not related to major			1, 4153	73.44***
Employment related to major	1327	4.20		
Employment not related to major	2837	3.96		

Note. The measurement of goals is based on respondents' levels of agreement with the following statement: "This college has helped me meet the goals I came here to achieve." Extent of agreement or disagreement was computed from responses to a Likert-type scale: 5= strongly agree, 4= agree, 3= neutral, neither agree nor disagree, 2= disagree, and 1= strongly disagree.

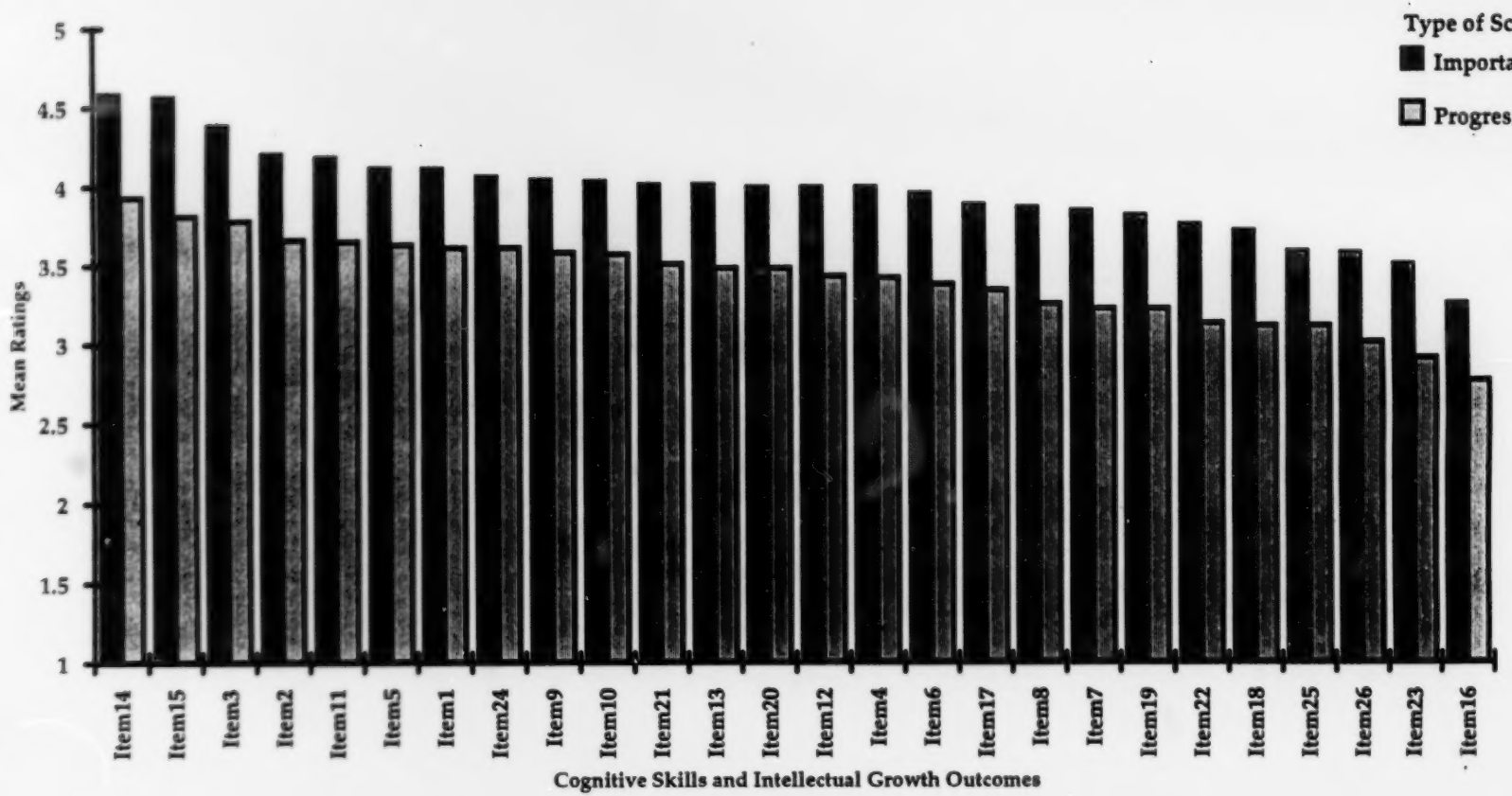

Figure 1. Ranking of the Importance and Progress Means for Selected College Outcomes

Note. The data for this figure appear in Table 4.

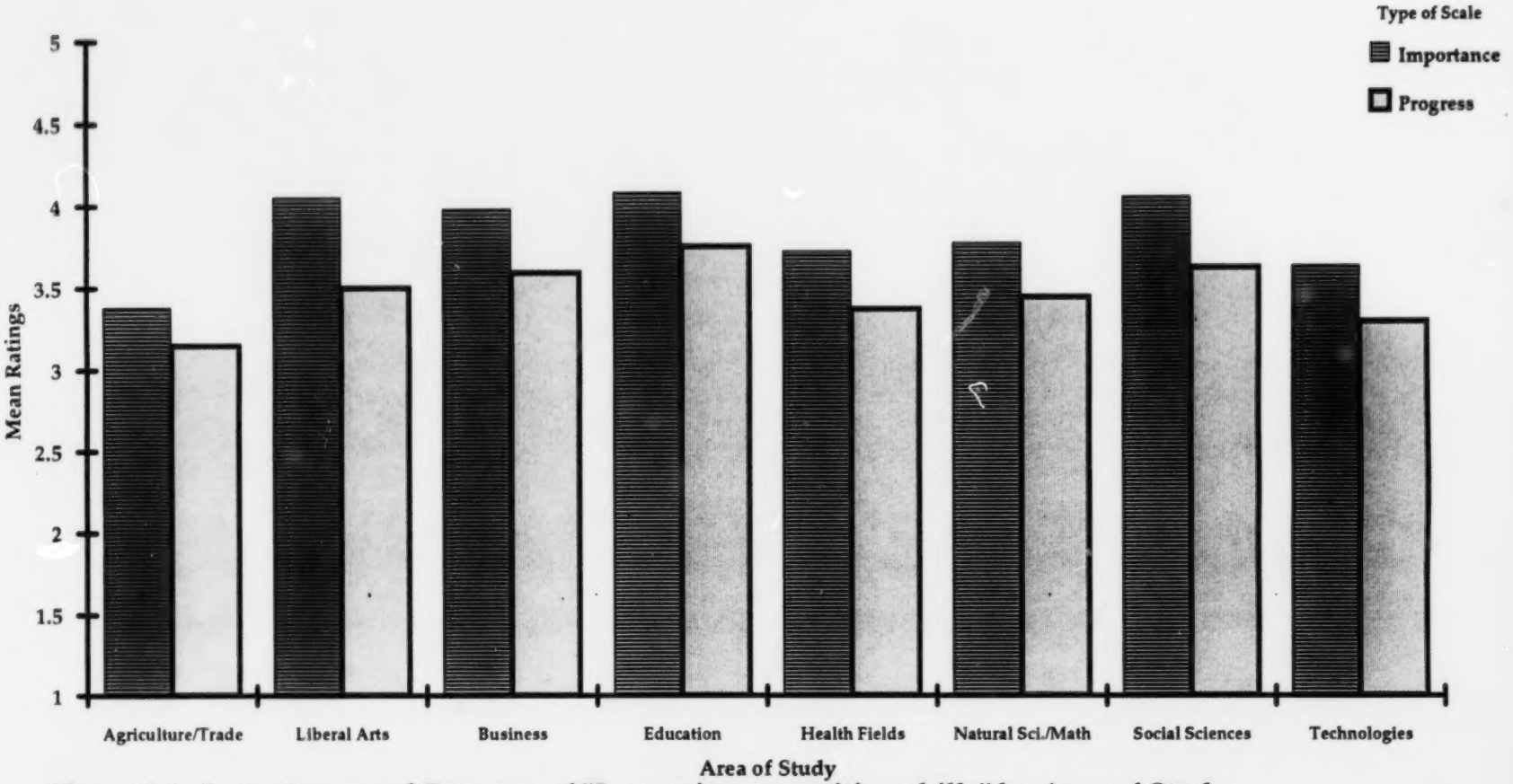

Figure 1.1. Importance and Progress of "Improving my writing skills" by Area of Study

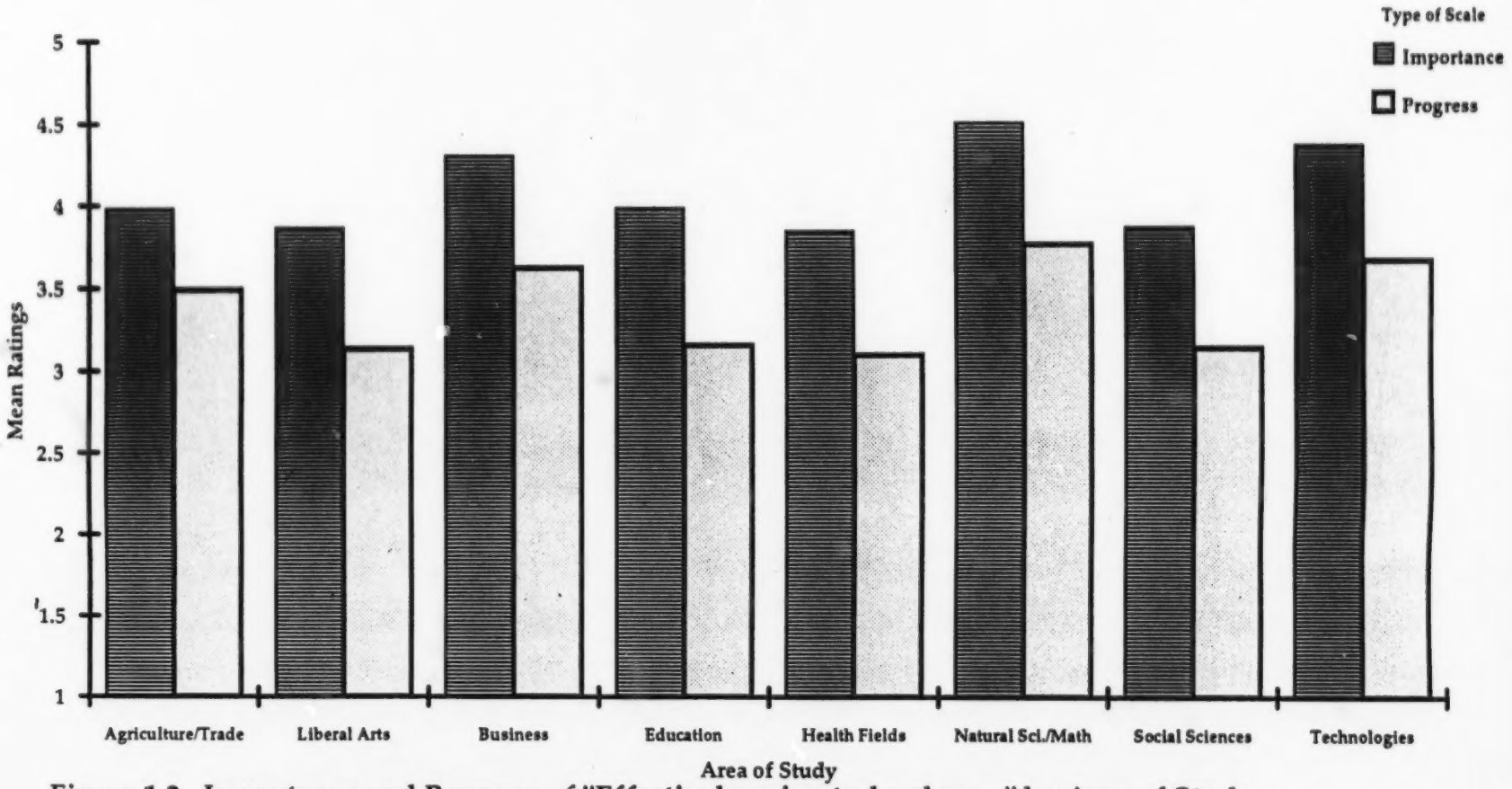

Figure 1.2. Importance and Progress of "Effectively using technology..." by Area of Study

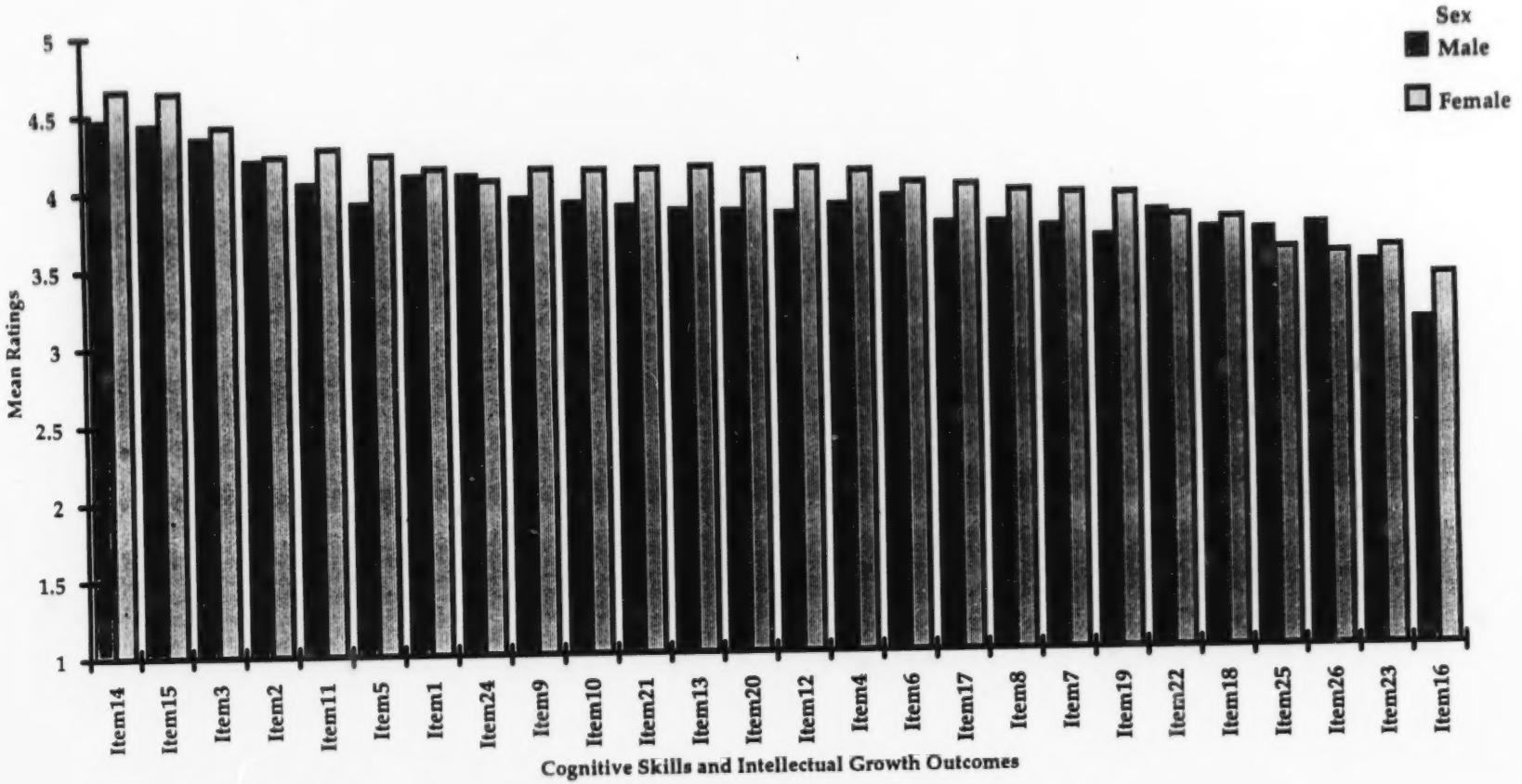

Figure 2. Importance Means and Their Rankings by Sex

Note. The data for this figure appear in Table 8.

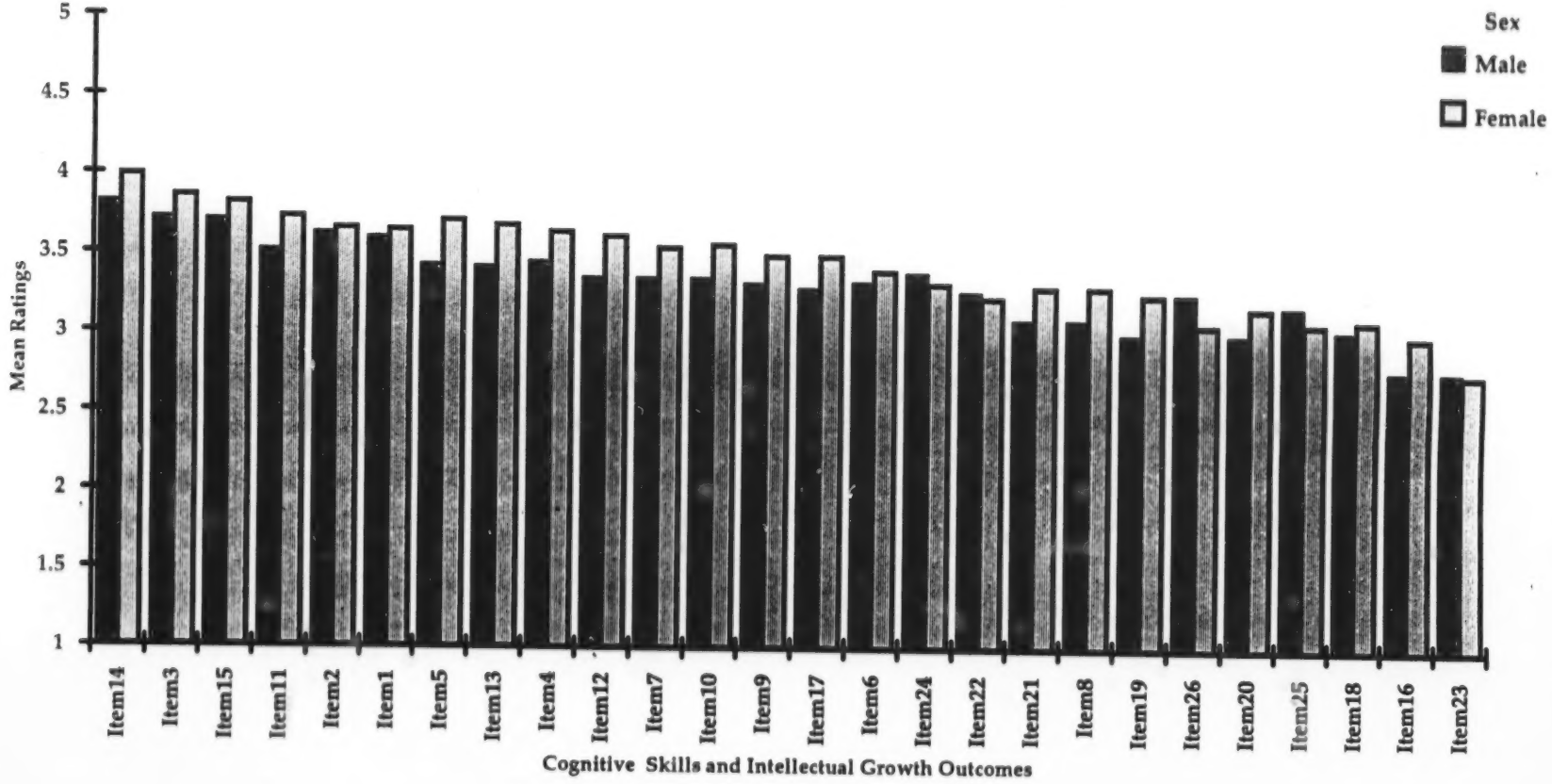

Figure 3. Progress Means and Their Rankings by Sex

Note. The data for this figure appear in Table 8.

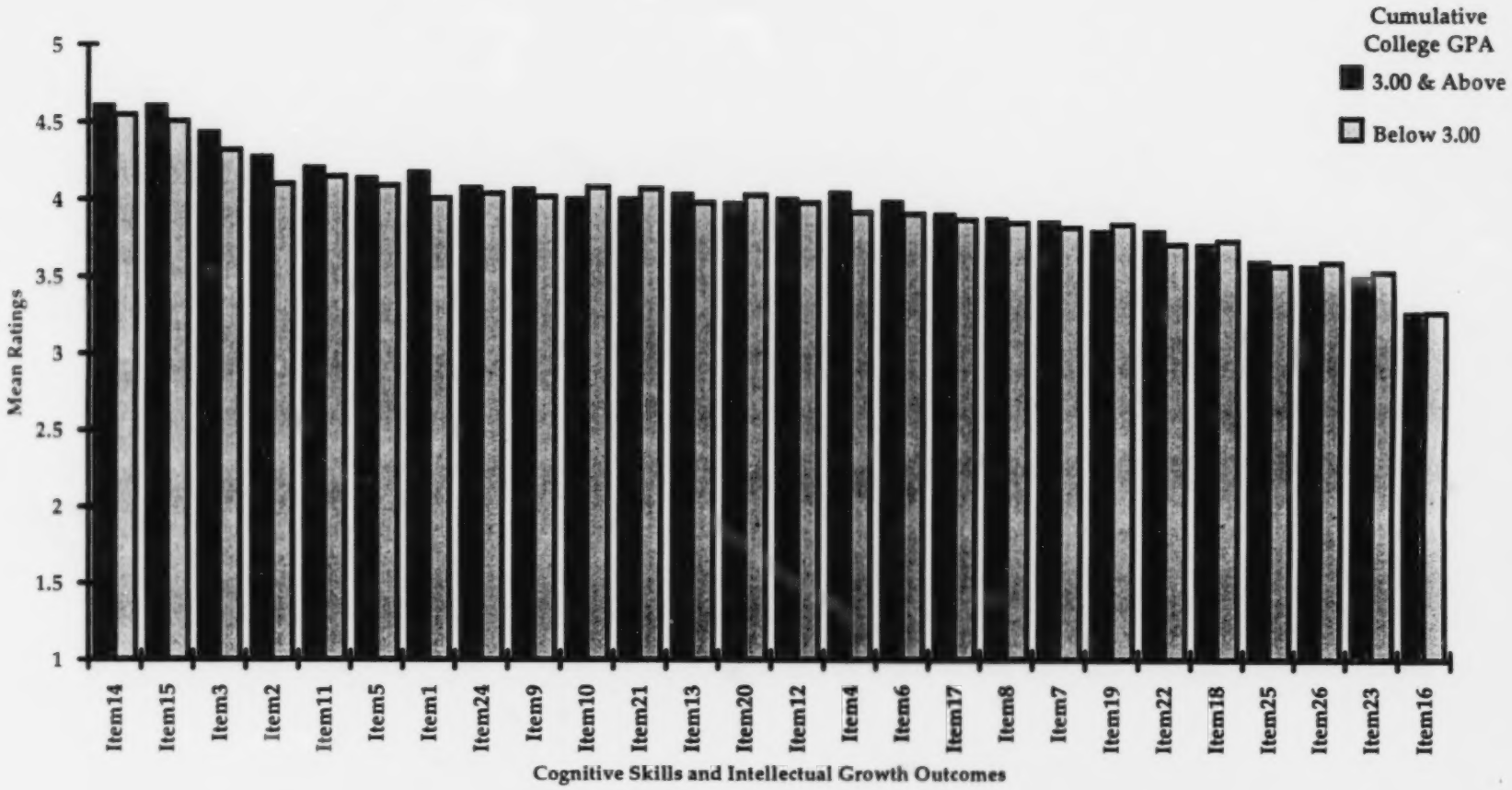

Figure 4. Importance Means and Their Rankings by Cumulative College Grade-Point Average

Note. The data for this figure appear in Table 9.

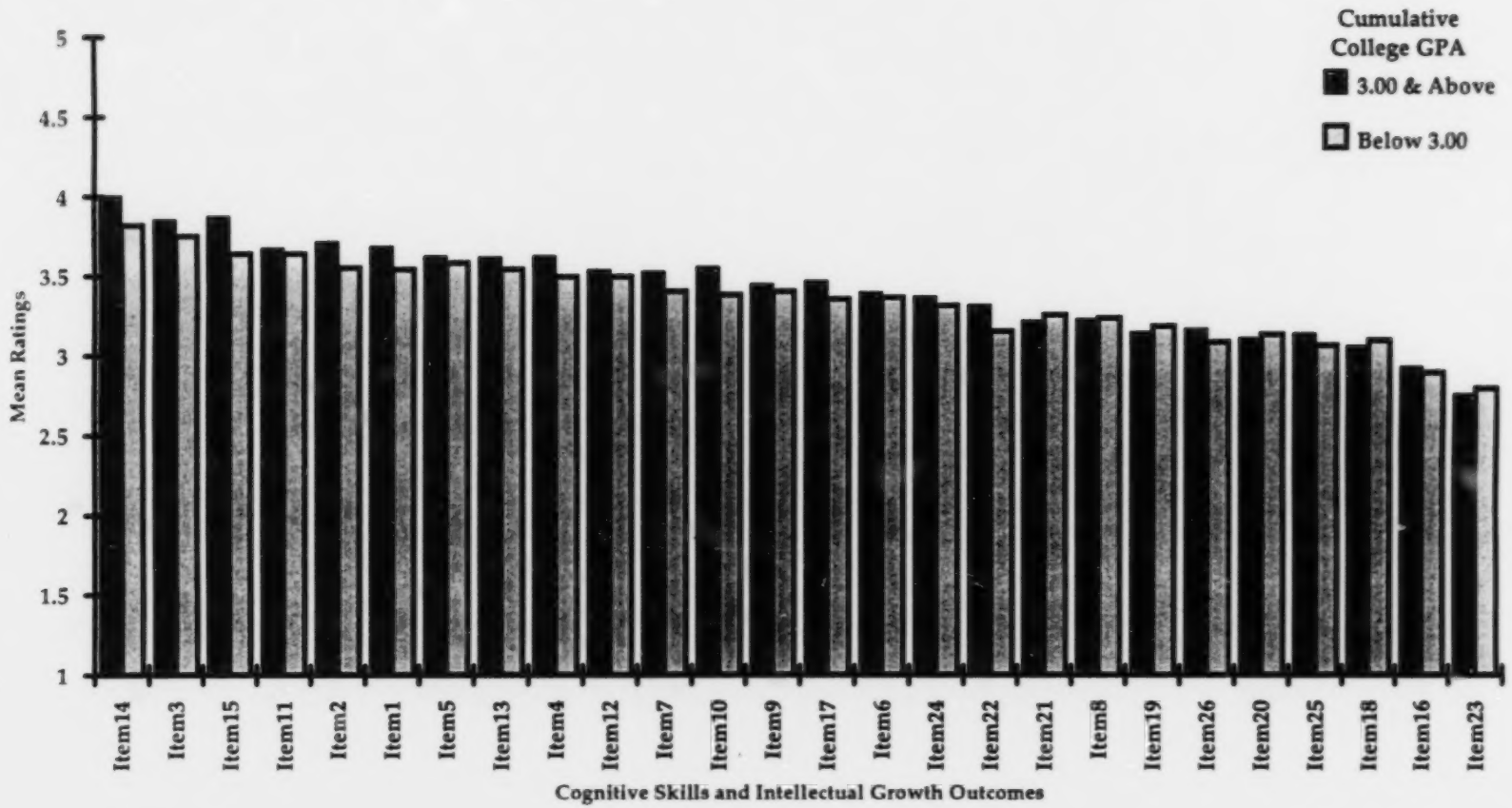

Figure 5. Progress Means and Their Rankings by Cumulative College Grade-Point Average

Note. The data for this figure appear in Table 9.

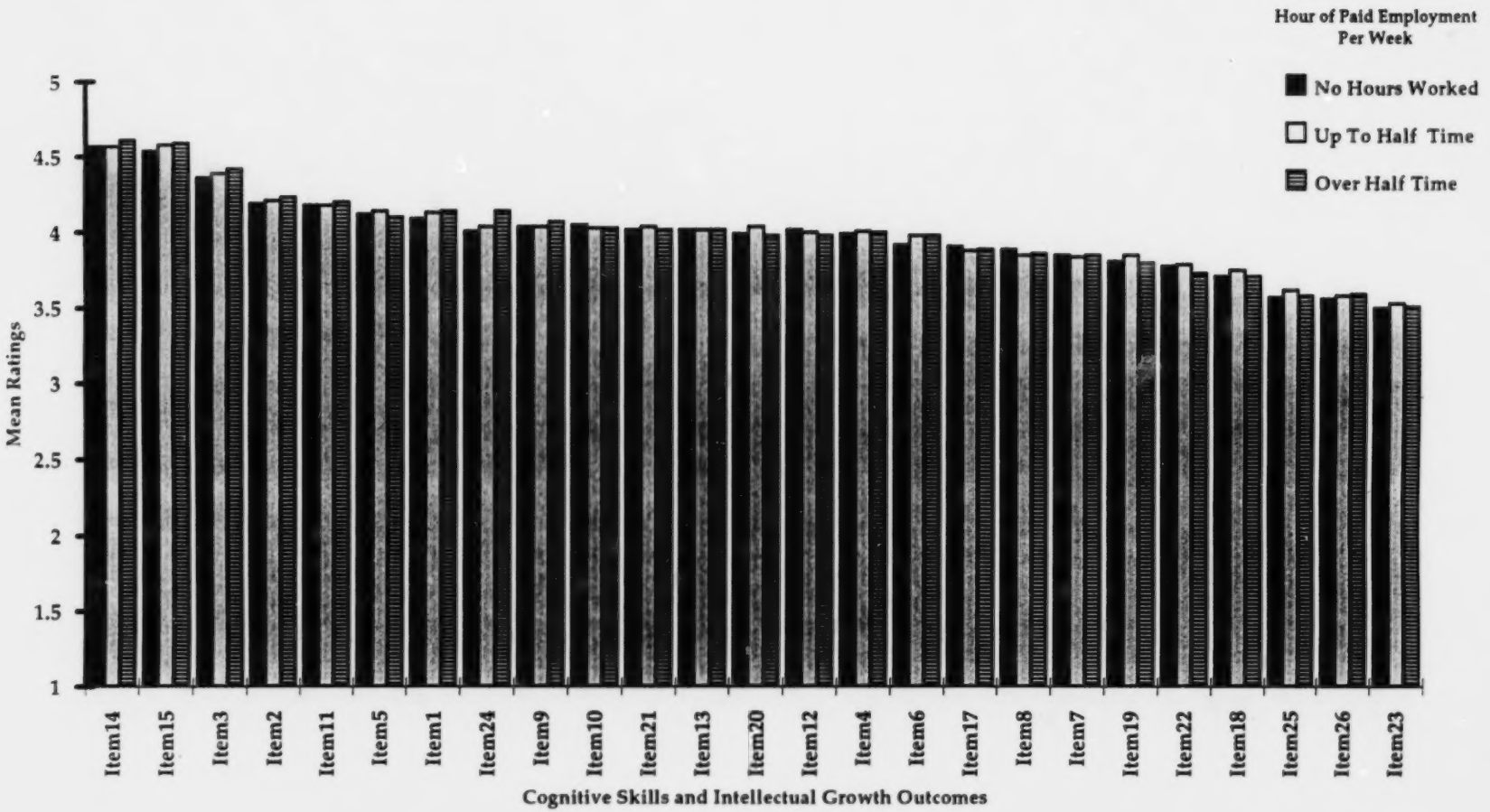

Figure 6. Importance Means and Their Rankings by Hours of Paid Employment Per Week

Note. The data for this figure appear in Table 10.

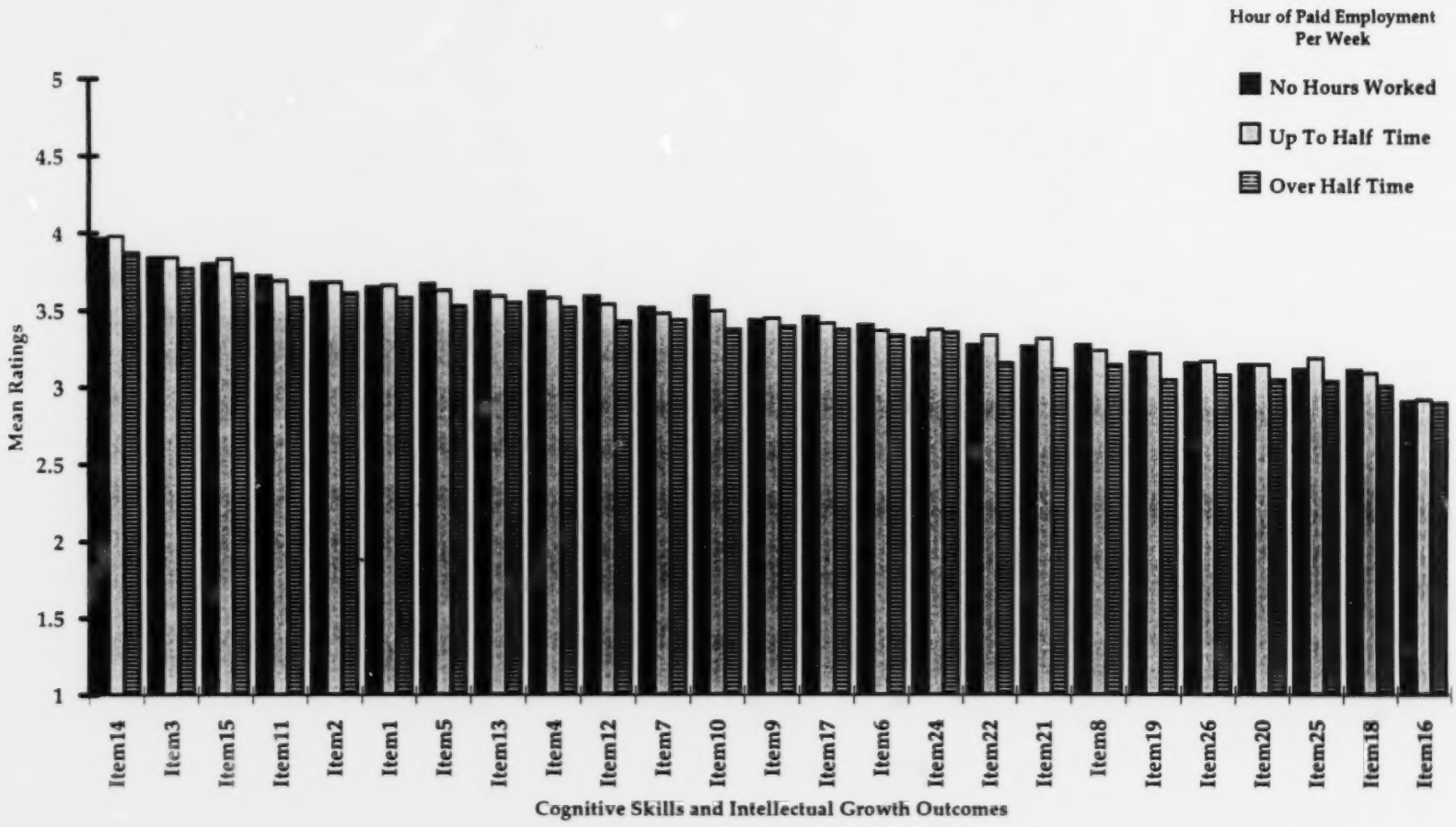

Figure 7. Progress Means and Their Rankings by Hours of Paid Employment Per Week

Note. The data for this figure appear in Table 10.

COLLEGE OUTCOMES SURVEY

DIRECTIONS: The information you supply on this questionnaire will be kept confidential. Your name, while collected for research purposes, will not be individually listed on any report. If any item requests information that you do not wish to provide, feel free to omit it.

Please use a soft-lead (No. 1 or 2) pencil to fill in ovals indicating your responses. If an item does not apply to you, mark "Not applicable." To change a response, erase your first mark completely and mark the correct response.

PAGE 1

USE A SOFT LEAD PENCIL ONLY

SECTION I—BACKGROUND INFORMATION

Begin by printing your name in the boxes in Block A. Next, write numbers in Blocks B through E and blacken the appropriate oval in the column below each box. Complete remaining blocks by selecting an appropriate response for each item.

A **Your Name**

Last Name | First Name | MI

B **Social Security Number (Identification Number)**

C **Birth Date**

Month: ○ Jan ○ Feb ○ March ○ April ○ May ○ June ○ July ○ Aug ○ Sept ○ Oct ○ Nov ○ Dec

Day | Year

D **Major and Occupational Choice**

Use the enclosed list of college majors and occupational choices to select the 3-digit code that **best** describes your **current major area of study** and your **occupational choice.** If you have more than one current area of study, select the **one** that best describes your major educational program.

Major Area of Study | Occupational Choice

E **Credit Hours**

Write the numbers in the boxes. Use leading zeros where necessary (e.g., 009 for 9 credits). Then blacken the appropriate ovals.

Credit Hours For Which You Are **Now Enrolled** | Credit Hours **Earned Here** Before This Term | Credit Hours Accepted **Here in Transfer**

F **Sex**

○ Male ○ Female

G **Are you of Hispanic/Latino ethnicity? (Select One)**

○ No
○ Yes – Mexican, Mexican-American, Chicano
○ Yes – Puerto Rican
○ Yes – Cuban, Cuban-American
○ Yes – Other Hispanic/Latino

H **Which race do you consider yourself to be?**

○ American Indian or Alaskan Native
○ Asian or Pacific Islander
○ Black
○ White
○ Multiracial _____
○ Other or Race Unknown

I **Citizenship and Residence**

○ U.S. Citizen – In-State Student
○ U.S. Citizen – Out-of-State Student
○ Resident Alien-Immigrant
○ Non-resident Alien, Non-immigrant

J **In which language do you communicate best?**

○ English
○ Spanish
○ An Asian Language
○ Other _____

K **Indicate your plans for the next academic year.**

○ Plan NOT to Attend College (Graduating)
○ Plan NOT to Attend (Stopping Out)
○ Plan to Re-enroll in this College
○ Plan to Attend Another College
○ Undecided

L **Educational Achievements and Goals (Mark *ONE* oval in *EACH* column.)**

- Highest Degree You Have **Already Received**
- Degree You Are **Now Pursuing** at this College
- Highest Goal You **Now** Intend to Pursue **in Your Lifetime**
- Highest Goal You Had **When You First Enrolled** Here

Highest Educational Attainment of *Parents* (or Guardians)

Background	Lifetime Goal		Father	Mother
○	○	Some High School or Less	○	○
○	○	High School Diploma or GED Certificate	○	○
○	○	Some College, No Degree/Certificate	○	○
○	○	Vocational/Technical Degree/Certificate	○	○
○	○	Associate Degree	○	○
○	○	Bachelor's Degree	○	○
○	○	Master's Degree (MS, MA, MBA)	○	○
○	○	Doctorate/Professional Degree (PhD, MD, EdD, JD)	○	○

M **Responsibilities and Time Allocations**

Indicate the number of hours *per week* you currently spend on each type of activity listed below.

0	1-5	6-10	11-15	16-20	21-30	31+	
○	○	○	○	○	○	○	**Course-Related Activities** (e.g., Class, Studying, Lab)
○	○	○	○	○	○	○	Other Learning Experiences (e.g., Internship, Practicum)
○	○	○	○	○	○	○	**College Clubs, Organizations** (Political, Social, Religious)
○	○	○	○	○	○	○	College-Sponsored Events (e.g., Plays, Exhibits, Sports)
○	○	○	○	○	○	○	**On-Campus** Paid Employment **Related to Major**
○	○	○	○	○	○	○	**On-Campus** Paid Employment **Not Related to Major**
○	○	○	○	○	○	○	**Off-Campus** Paid Employment **Related to Major**
○	○	○	○	○	○	○	**Off-Campus** Paid Employment **Not Related to Major**
○	○	○	○	○	○	○	**Care of Family** (e.g., Spouse, Child, Relative)
○	○	○	○	○	○	○	**Off-Campus** Community Services (e.g., Religious, Civic)
○	○	○	○	○	○	○	**Off-Campus** Cultural Events (e.g., Theater, Music, Exhibits)

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SECTION II—COLLEGE OUTCOMES

IMPORTANCE: Indicate to the LEFT of each item how **important** it is to you to attain that outcome (regardless of the amount of progress you have made toward attaining it).

PROGRESS: Indicate to the RIGHT of each item how much **progress** you have made **at this college** toward attainment of that outcome (regardless of its importance to you).

A

IMPORTANCE						PROGRESS					
VERY GREAT	GREAT	MODERATE (Average)	LITTLE	NONE		VERY MUCH	MUCH	MODERATE (Average)	LITTLE	NONE
0	0	0	0	0	1. Drawing conclusions after weighing evidence, facts, and ideas	0	0	0	0	0
0	0	0	0	0	2. Developing problem-solving skills	0	0	0	0	0
0	0	0	0	0	3. Learning to think and reason	0	0	0	0	0
0	0	0	0	0	4. Locating, screening, and organizing information	0	0	0	0	0
0	0	0	0	0	5. Thinking objectively about beliefs, attitudes, and values	0	0	0	0	0
0	0	0	0	0	6. Developing my creativity, generating original ideas and products	0	0	0	0	0
0	0	0	0	0	7. Improving my writing skills	0	0	0	0	0
0	0	0	0	0	8. Reading with greater speed and better comprehension	0	0	0	0	0
0	0	0	0	0	9. Speaking more effectively	0	0	0	0	0
0	0	0	0	0	10. Further developing my study skills	0	0	0	0	0
0	0	0	0	0	11. Listening to and understanding what others say	0	0	0	0	0
0	0	0	0	0	12. Learning to formulate and re-shape my lifetime goals	0	0	0	0	0
0	0	0	0	0	13. Developing openness to new ideas and practices	0	0	0	0	0

IMPORTANCE						PROGRESS					
VERY GREAT	GREAT	MODERATE (Average)	LITTLE	NONE		VERY MUCH	MUCH	MODERATE (Average)	LITTLE	NONE
0	0	0	0	0	14. Acquiring knowledge and skills needed for a career	0	0	0	0	0
0	0	0	0	0	15. Becoming competent in my major	0	0	0	0	0
0	0	0	0	0	16. Appreciating the fine arts, music, literature, and the humanities	0	0	0	0	0
0	0	0	0	0	17. Broadening my intellectual interests	0	0	0	0	0
0	0	0	0	0	18. Discovering productive and rewarding uses of my talents and leisure time	0	0	0	0	0
0	0	0	0	0	19. Learning principles for improving physical and mental health	0	0	0	0	0
0	0	0	0	0	20. Developing effective job-seeking skills (e.g., interviewing, resume construction)	0	0	0	0	0
0	0	0	0	0	21. Learning about career options	0	0	0	0	0
0	0	0	0	0	22. Applying scientific knowledge and skills	0	0	0	0	0
0	0	0	0	0	23. Learning principles for conserving and improving the global environment	0	0	0	0	0
0	0	0	0	0	24. Effectively using technology (e.g., computers, high-tech equipment)	0	0	0	0	0
0	0	0	0	0	25. Learning about the role of science and technology in society	0	0	0	0	0
0	0	0	0	0	26. Understanding and applying math concepts and statistical reasoning	0	0	0	0	0

B **Indicate your views of required courses *OUTSIDE* your major.**

Strongly Agree
Agree
Neutral, Neither Agree nor Disagree
Disagree
Strongly Disagree
Not Applicable to Me

Required Courses *outside* my area of specialization helped me . . .

0	0	0	0	0	0	. . . think about my major in the context of a larger world view.
0	0	0	0	0	0	. . . develop as a "whole person."
0	0	0	0	0	0	. . . appreciate great works of literature, philosophy, and art.
0	0	0	0	0	0	. . . broaden my awareness of diversity among people, their values and cultures.
0	0	0	0	0	0	. . . increase my knowledge of the earth and its physical and biological resources.
0	0	0	0	0	0	. . . build a framework to organize my learning *within and across* areas of study.
0	0	0	0	0	0	. . . become a more independent and self-directed learner.

C **Indicate the extent to which you agree with the following statements about this college.**

Strongly Agree
Agree
Neutral, Neither Agree nor Disagree
Disagree
Strongly Disagree

0	0	0	0	0	1. This college has helped me meet the goals I came here to achieve.
0	0	0	0	0	2. If choosing a college I would choose this one.
0	0	0	0	0	3. My experiences here have equipped me to deal with possible career changes.
0	0	0	0	0	4. I would recommend this college to others.
0	0	0	0	0	5. This college is equally supportive of women and men.
0	0	0	0	0	6. My experiences here have helped motivate me to make something of my life.
0	0	0	0	0	7. This college is equally supportive of all racial/ethnic groups.
0	0	0	0	0	8. I am proud of my accomplishments at this college.
0	0	0	0	0	9. This college welcomes and uses feedback from students to improve the college.

MAKE NO STRAY MARKS ON THIS FORM

SECTION II CONTINUED

Your personal growth since entering this college can be attributed to many factors, some of which may NOT be related to your experiences at this college.

PERSONAL GROWTH: Indicate to the LEFT of each item the extent of your **growth** since entering this college (regardless of the extent of the contribution made by your experiences at this college).

COLLEGE CONTRIBUTION: Indicate to the RIGHT of each item the extent of the **college's contribution** (i.e., your college experiences both in and out of class) to your growth (regardless of the extent of your personal growth in a given area).

D

PERSONAL GROWTH							COLLEGE CONTRIBUTION						
	VERY MUCH	MUCH	MODERATE (Average)	LITTLE	NONE	NOT A GOAL OF MINE		VERY GREAT	GREAT	MODERATE (Average)	LITTLE	NONE	NOT APPLICABLE
1	○	○	○	○	○	○	Becoming an effective team or group member	○	○	○	○	○	○
2	○	○	○	○	○	○	Becoming more willing to consider opposing points of view	○	○	○	○	○	○
3	○	○	○	○	○	○	Interacting well with people from cultures other than my own	○	○	○	○	○	○
4	○	○	○	○	○	○	Improving my ability to relate to others	○	○	○	○	○	○
5	○	○	○	○	○	○	Preparing to cope with changes as they occur (e.g., in career, relationships, lifestyle)	○	○	○	○	○	○
6	○	○	○	○	○	○	Developing leadership skills	○	○	○	○	○	○
7	○	○	○	○	○	○	Actively participating in volunteer work to support worthwhile causes	○	○	○	○	○	○
8	○	○	○	○	○	○	Learning to be adaptable, tolerant, and willing to negotiate	○	○	○	○	○	○
9	○	○	○	○	○	○	Seeking and conveying the spirit of truth	○	○	○	○	○	○
10	○	○	○	○	○	○	Becoming more aware of global and international issues/events	○	○	○	○	○	○
11	○	○	○	○	○	○	Preparing myself to participate effectively in the electoral process	○	○	○	○	○	○
12	○	○	○	○	○	○	Becoming more aware of local and national political and social issues	○	○	○	○	○	○
13	○	○	○	○	○	○	Gaining insight into human nature through the study of literature, history, and the arts	○	○	○	○	○	○
14	○	○	○	○	○	○	Recognizing my rights, responsibilities, and privileges as a citizen	○	○	○	○	○	○
15	○	○	○	○	○	○	Becoming sensitive to moral injustices and ways of avoiding or correcting them	○	○	○	○	○	○
16	○	○	○	○	○	○	Understanding religious values that differ from my own	○	○	○	○	○	○
17	○	○	○	○	○	○	Taking responsibility for my own behavior	○	○	○	○	○	○
18	○	○	○	○	○	○	Learning how to become a more responsible family member	○	○	○	○	○	○
19	○	○	○	○	○	○	Clarifying my personal values	○	○	○	○	○	○
20	○	○	○	○	○	○	Developing a sense of purpose, value, and meaning for my life	○	○	○	○	○	○
21	○	○	○	○	○	○	Learning how to manage finances (personal, family, or business)	○	○	○	○	○	○
22	○	○	○	○	○	○	Dealing fairly with a wide range of people	○	○	○	○	○	○
23	○	○	○	○	○	○	Developing moral principles to guide my actions and decisions	○	○	○	○	○	○
24	○	○	○	○	○	○	Acquiring appropriate social skills for use in various situations	○	○	○	○	○	○
25	○	○	○	○	○	○	Becoming academically competent	○	○	○	○	○	○
26	○	○	○	○	○	○	Developing productive work relationships with both men and women	○	○	○	○	○	○
27	○	○	○	○	○	○	Increasing my intellectual curiosity	○	○	○	○	○	○
28	○	○	○	○	○	○	Setting long-term or "life" goals	○	○	○	○	○	○
29	○	○	○	○	○	○	Constructively expressing both emotions and ideas	○	○	○	○	○	○
30	○	○	○	○	○	○	Understanding myself, my talents, and my interests	○	○	○	○	○	○
31	○	○	○	○	○	○	Developing self-confidence	○	○	○	○	○	○
32	○	○	○	○	○	○	Becoming more willing to change and learn new things	○	○	○	○	○	○
33	○	○	○	○	○	○	Developing my religious values	○	○	○	○	○	○
34	○	○	○	○	○	○	Improving my ability to stay with projects until they are finished	○	○	○	○	○	○
35	○	○	○	○	○	○	Becoming a more effective member in a multicultural society	○	○	○	○	○	○
36	○	○	○	○	○	○	Acquiring a well-rounded General Education	○	○	○	○	○	○

DO NOT TEAR OR STAPLE THIS FORM

SECTION III—SATISFACTION WITH GIVEN ASPECTS OF THIS COLLEGE

Indicate your level of satisfaction with each of the following.

Very Satisfied	Satisfied	Neutral, Neither Satisfied nor Dissatisfied	Dissatisfied	Very Dissatisfied	No Rating Possible; Not Applicable; Not Able to Judge	
O	O	O	O	O	O	1. Faculty respect for students
O	O	O	O	O	O	2. Quality of instruction
O	O	O	O	O	O	3. Availability of faculty for office appointments
O	O	O	O	O	O	4. Concern for me as an individual
O	O	O	O	O	O	5. Informal contact with faculty in non-academic settings
O	O	O	O	O	O	6. Quality of my program of study
O	O	O	O	O	O	7. Quality of academic advising
O	O	O	O	O	O	8. My sense of belonging on this campus
O	O	O	O	O	O	9. Class size
O	O	O	O	O	O	10. Flexible degree requirements
O	O	O	O	O	O	11. Services for victims of crime and harassment
O	O	O	O	O	O	12. Student mental health services
O	O	O	O	O	O	13. Residence hall services and programs
O	O	O	O	O	O	14. Veterans services
O	O	O	O	O	O	15. Language development services for students whose first language is NOT English
O	O	O	O	O	O	16. Student health/wellness services
O	O	O	O	O	O	17. Campus AIDS education program
O	O	O	O	O	O	18. Freedom from harassment on campus
O	O	O	O	O	O	19. Personal security/safety on campus
O	O	O	O	O	O	20. College response to nontraditional students (e.g., older, part time)
O	O	O	O	O	O	21. Rules governing student conduct
O	O	O	O	O	O	22. College response to students with special needs (e.g., disabled, handicapped)
O	O	O	O	O	O	23. Campus atmosphere of ethnic, political, and religious understanding
O	O	O	O	O	O	24. College social activities
O	O	O	O	O	O	25. Opportunities for involvement in campus activities
O	O	O	O	O	O	26. Recreational and intramural programs
O	O	O	O	O	O	27. Career planning services
O	O	O	O	O	O	28. Practical work experiences offered in areas related to my major
O	O	O	O	O	O	29. Job placement services (e.g., opportunities to link with employers)
O	O	O	O	O	O	30. Personal counseling services (e.g., resolving personal problems)
O	O	O	O	O	O	31. New student orientation services
O	O	O	O	O	O	32. Financial aid services
O	O	O	O	O	O	33. New student placement in reading/writing, math courses
O	O	O	O	O	O	34. Student access to computer facilities and services
O	O	O	O	O	O	35. Developmental, remedial, and tutorial services, including writing labs, math labs
O	O	O	O	O	O	36. Library/learning resources center services
O	O	O	O	O	O	37. Transfer of course credits from other colleges to this college
O	O	O	O	O	O	38. Variety of courses offered
O	O	O	O	O	O	39. This college in general

SECTION IV— YOUR EXPERIENCES AT THIS COLLEGE

A How large a contribution do you feel your educational experiences at this college have made to your growth and preparation in each of the following areas?

Campus Contribution to Your Growth/Preparation: Very Great	Great	Moderate	Little	None	
O	O	O	O	O	Intellectual Growth (Acquiring Knowledge, Skills, Ideas, Concepts, Analytical Thinking)
O	O	O	O	O	Personal Growth (Developing Self-Understanding, Self-Discipline, and Mature Attitudes, Values, and Goals)
O	O	O	O	O	Social Growth (Understanding Others and Their Views, Adapting Successfully to a Variety of Social Situations)
O	O	O	O	O	Preparation for Further Study
O	O	O	O	O	Preparation for Career

B Indicate your cumulative college grade average.

- O A- to A (3.50-4.00)
- O B to A- (3.00-3.49)
- O B- to B (2.50-2.99)
- O C to B- (2.00-2.49)
- O C- to C (1.50-1.99)
- O D to C- (1.00-1.49)
- O Below D (0.00-0.99)
- O Does Not Apply

SECTION V—ADDITIONAL QUESTIONS

If an additional set of multiple-choice questions is included with this form, please use this section to record your responses.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
ⓐ	ⓐ	ⓐ	ⓐ	ⓐ	ⓐ	ⓐ	ⓐ	ⓐ	ⓐ	ⓐ	ⓐ	ⓐ	ⓐ	ⓐ	ⓐ	ⓐ	ⓐ	ⓐ	ⓐ	ⓐ	ⓐ	ⓐ	ⓐ	ⓐ	ⓐ	ⓐ	ⓐ	ⓐ	ⓐ
ⓑ	ⓑ	ⓑ	ⓑ	ⓑ	ⓑ	ⓑ	ⓑ	ⓑ	ⓑ	ⓑ	ⓑ	ⓑ	ⓑ	ⓑ	ⓑ	ⓑ	ⓑ	ⓑ	ⓑ	ⓑ	ⓑ	ⓑ	ⓑ	ⓑ	ⓑ	ⓑ	ⓑ	ⓑ	ⓑ
ⓒ	ⓒ	ⓒ	ⓒ	ⓒ	ⓒ	ⓒ	ⓒ	ⓒ	ⓒ	ⓒ	ⓒ	ⓒ	ⓒ	ⓒ	ⓒ	ⓒ	ⓒ	ⓒ	ⓒ	ⓒ	ⓒ	ⓒ	ⓒ	ⓒ	ⓒ	ⓒ	ⓒ	ⓒ	ⓒ
ⓓ	ⓓ	ⓓ	ⓓ	ⓓ	ⓓ	ⓓ	ⓓ	ⓓ	ⓓ	ⓓ	ⓓ	ⓓ	ⓓ	ⓓ	ⓓ	ⓓ	ⓓ	ⓓ	ⓓ	ⓓ	ⓓ	ⓓ	ⓓ	ⓓ	ⓓ	ⓓ	ⓓ	ⓓ	ⓓ
ⓔ	ⓔ	ⓔ	ⓔ	ⓔ	ⓔ	ⓔ	ⓔ	ⓔ	ⓔ	ⓔ	ⓔ	ⓔ	ⓔ	ⓔ	ⓔ	ⓔ	ⓔ	ⓔ	ⓔ	ⓔ	ⓔ	ⓔ	ⓔ	ⓔ	ⓔ	ⓔ	ⓔ	ⓔ	ⓔ
ⓕ	ⓕ	ⓕ	ⓕ	ⓕ	ⓕ	ⓕ	ⓕ	ⓕ	ⓕ	ⓕ	ⓕ	ⓕ	ⓕ	ⓕ	ⓕ	ⓕ	ⓕ	ⓕ	ⓕ	ⓕ	ⓕ	ⓕ	ⓕ	ⓕ	ⓕ	ⓕ	ⓕ	ⓕ	ⓕ
ⓖ	ⓖ	ⓖ	ⓖ	ⓖ	ⓖ	ⓖ	ⓖ	ⓖ	ⓖ	ⓖ	ⓖ	ⓖ	ⓖ	ⓖ	ⓖ	ⓖ	ⓖ	ⓖ	ⓖ	ⓖ	ⓖ	ⓖ	ⓖ	ⓖ	ⓖ	ⓖ	ⓖ	ⓖ	ⓖ
ⓗ	ⓗ	ⓗ	ⓗ	ⓗ	ⓗ	ⓗ	ⓗ	ⓗ	ⓗ	ⓗ	ⓗ	ⓗ	ⓗ	ⓗ	ⓗ	ⓗ	ⓗ	ⓗ	ⓗ	ⓗ	ⓗ	ⓗ	ⓗ	ⓗ	ⓗ	ⓗ	ⓗ	ⓗ	ⓗ
ⓘ	ⓘ	ⓘ	ⓘ	ⓘ	ⓘ	ⓘ	ⓘ	ⓘ	ⓘ	ⓘ	ⓘ	ⓘ	ⓘ	ⓘ	ⓘ	ⓘ	ⓘ	ⓘ	ⓘ	ⓘ	ⓘ	ⓘ	ⓘ	ⓘ	ⓘ	ⓘ	ⓘ	ⓘ	ⓘ
ⓙ	ⓙ	ⓙ	ⓙ	ⓙ	ⓙ	ⓙ	ⓙ	ⓙ	ⓙ	ⓙ	ⓙ	ⓙ	ⓙ	ⓙ	ⓙ	ⓙ	ⓙ	ⓙ	ⓙ	ⓙ	ⓙ	ⓙ	ⓙ	ⓙ	ⓙ	ⓙ	ⓙ	ⓙ	ⓙ

SECTION VI—COMMENTS AND SUGGESTIONS

If you wish to make any comments or suggestions, please use the lines provided below.

DO NOT WRITE BELOW THIS LINE.

BEST COPY AVAILABLE